FACTORS AFFECTING THE ACQUISISION OF READING SKILLS IN KISWAHILI IN PRIMARY SCHOOLS: THE CASE OF MUSOMA MUNICIPAL AND MISUNGWI DISTRICT COUNCILS

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A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN APPLIED LINGUISTICS OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the Open University of Tanzania a PhDThesis titled *"Factors Affecting the Acquisition of Reading Skills in Kiswahili in Primary Schools: The Case of Musoma Municipal and Misungwi District Councils."* in fulfilment of the requirements for the Degree of Doctor of Philosophy (Applied linguistics) of the Open University of Tanzania.

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DECLARATION

I, **Nestory Nyamwala Ligembe** the undersigned, do hereby declare to the Senate of The Open University of Tanzania that this Thesis for the Degree of Doctor of Philosophy (Applied Linguistics) is my own original work and that it has not been submitted to any other University for a similar award.

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Signature

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Date

DEDICATION

This Thesis is dedicated to The Almighty God. To Him Be all the Glory and Honour for his Mercy and Grace have enabled the accomplishment of this work. To my beloved father the late Ernest Gillo Ligembe and my Mother Mrs Stella Ernest Gillo Ligembe who took me to school despite all the economic hardship and difficulties at our family. To my beloved wife Zainabu Bakari and my Children Akut Mariam, Andalla Mussa, Subira Malungo, Stella Akoth, and Salim Mbega who showed great patience to my absence and long working hours during the period of the study.

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ABSTRACT

The focus of this study was to investigate the relationship between the teaching of reading, availability and accessibility of text books, supplementary books and the acquisition of reading skills in primary schools at standard I to IV. The study was undertaken in Misungwi district and Musoma municipality, in Mwanza and Mara regions respectively. It examined factors affected the acquiring of reading skills in Kiswahili. The study collected data from Kiswahili teachers, Kiswahili tutors, district and municipal education officers, and primary school head teachers through a questionnaire, observation, interviews, focus group discussions, and documentary reviews. The data were analyzed and interpreted descriptively as well as statistically. The study found that the majority of the Standard I to IV Kiswahili teachers in the public primary schools had an inadequate mastery and application of methods, strategies, and steps in teaching reading skills. Lastly, the study found an acute shortage of textbooks, and other reading materials in the public primary schools as well as shortage of supplementary books in both public and private primary schools. Public primary schools were found responsible for poor reading skills among the standard I to IV pupils. The study concluded that the main factors affecting public primary school pupils' acquisition of reading skills include: Inadequate teaching caused by the failure of a majority of teachers in public primary schools to use the recommended: **methods, Strategies, and steps** of teaching reading skills, high shortage of textbooks and other reading materials, pupils attending standard I without pre primary school education. The study recommended: Ministry of Education and Vocational Training (MoEVT) should train pre primary school and standard I and II primary school Kiswahili teachers in teaching reading, pre primary school education should be compulsory, reading lessons should be elevated to an independent subject and examined by NECTA at the end of pre primary and primary school education, finally, textbooks and other reading materials should be bought and distributed to schools by a centralized organization and the local authority in collaboration.

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LIST OF ABBREVIATIONS AND ACRONYMS

3Rs	Three Skills of Reading Namely Reading, Writing, and Counting
ACT	Anglican Church of Tanzania
ADEA	Association for Development of Education in Africa
CBP	Children Book Project
D	Decoding
D.E.O	District Education Officer
DFID	Department for International Development
Dr.	Doctor
DVC	Deputy Vice Chancellor
DVC Acad	Deputy Vice Chancellor Academic
DVC RM	Deputy Vice Chancellor Resource Management
DVDs	Digital Video Discs
EACEA	Education, Audiovisual and Culture Executive Agency
ECED	Early Childhood Education Development
EdQual	Educational Quality
e.g.	- Example
EMAC	Education Materials Approval Committee
EU	European Union
GER	Gross Enrolment Rate
GIR	General Intake Rate
Grade R	Received Grade (Pre School Grade)
GPC	Grapheme Phoneme Correspondence

I.C.T	Information Communication Technology
LC	Language Comprehension
M.E.O	Municipal Education Officer
MoEC	Ministry of Education and Culture
MKUKUTA	Mpango wa Kukuza Uchumi na Kupunguza Umaskini Tanzania (Referred to National Strategy for Growth and Reduction of Poverty-NSGRP)
MoEVT	Ministry of Education and Vocational Training
Mr.	Mister
Ms.	Un married and married lady
NECTA	National Examination Council of Tanzania
NER	Net Enrolment Rate
NGOs	Non-Governmental Organizations
NIR	Net Intake Rate
NILA	National Inquiry on Literacy in Australia
NOECD	North Okanogan Early Childhood Development
NRP	National Reading Panel
NSGRP	National Strategy for Growth and Reduction of Poverty
OECD	Organization for Economic Cooperation and Development
O.U.T	Open University of Tanzania
PEDP	Primary Education Development Programme
PPA	Phonological and Phonemic Awareness
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment

Prof.	Professor
PSLE	Primary School Leavers' Examination
PPSLE	Pre-Primary School Leavers Examination
R	Reading
RAND	Research and Development
Rev	Reverend
SACMEQ	Southern and Eastern Africa Consortium Monitoring Education Quality
SES	Social Economic Status
SLO	Statistics and Logistic Officer
SPSS	Special package for social sciences
Sr.	Sister
STD	Standard
SVR	Simple View of Reading
TEHAMA	Teknolojia ya Habari na Mwasiliano
TRAs	Tanzania Revenue Authorities
TRCs	Teachers' Resource Centers
TTCs	Teachers' Training Colleges
TTCL	Tanzania Telecommunication Company Limited
URT	United Republic of Tanzania
UNESCO	United Nations Educational Scientific and Cultural Organization
V.C.	Vice Chancellor

CHAPTER ONE

1.0 GENERAL INTRODUCTION

1.1 Introduction

This chapter presents the background to the problem, the purpose, objectives of the study, and research questions. In addition, it explains the significance of study, scope, limitation and delimitation of the study as well as definition of specific terms applied. Lastly, the chapter outlines the organization of thesis.

1.2   Background to the Study

Some primary school pupils in Tanzania complete their primary education without having acquired reading skills that would enable them to read and write in Kiswahili. For example, in Shinyanga region, the Regional Educational Officer reported that 120 students among 35,162 who were selected to join Form One in 2012 in that region   were not able to read fluently in Kiswahili. Similarly, 311 pupils in three wards in Shinyanga municipal primary schools were reported by the same education officer to lack reading skills in Kiswahili. The same phenomenon was reported in Mtwara region, by the Ministry of Education and Vocational Training where 141 form one students could not read Kiswahili fluently in 2012.

The Ministry of Education and Vocational Training further revealed that, 5,200 pupils selected nation wide to join Form I in 2012 were not able to read Kiswahili fluently. According to 2012 report, the leading regions with the highest number of students who were not able to read were Kilimanjaro (660), Tanga (490), and Dar es Salaam (208). Studies conducted in various schools in different districts in Tanzania have shown that ineffective teaching and truancy have been some of the causes for

some pupils to complete primary education without mastering the basic reading skills (Kalanje, 2011). A research report conducted by UWEZO (a Non-Governmental Organization) in 2010 in Tanzania revealed that one out of five primary school leavers in Tanzania could not read standard two (2) levels Kiswahili material. The study further indicted that less than half (42.2%) of the school pupils were able to read at story level. While all pupils in Standard 3 should be able to read Standard 2 materials, it was revealed that less than one third (32.7%) were able to read.

The report states also that, while by the time children enter standard 3, 100% of them should have basic competencies in literacy and numeracy, 7 out of every 10 children could not read basic Kiswahili. According to this report, most primary school pupils in Tanzania complete their studies without competence in reading skills. Similar assessment in Kenya showed that, 33% of standard IV pupils in public primary schools could read Kiswahili fluently. The Kiswahili reading failure rate can best be demonstrated in the Table 1.1

Table 1.1: Form I Students who Failed Literacy and Numeracy Examinations in Mara and Mwanza Region in 2012

Region	Students Who Failed The Form I Screening Test				
	S/N	District	Boys	Girls	Total
Mara	1.	Bunda	31	41	72
	2.	**Musoma(Urban) ***	**04**	**01**	**05**
	3.	Musoma(Rural)	08	09	17
	4.	Rorya	12	08	20
	5.	Serengeti	38	31	69
	6.	Tarime	17	24	41
		Total	**110**	**114**	**224**
Mwanza	1.	Ilemela	05	16	21
	2.	Magu	20	32	79
	3.	**Misungwi ***	**06**	**02**	**08**
	4.	Nyamagana	04	07	11
	5.	Sengerema	23	21	58
	6.	Kwimba	30	20	101
	7.	Ukerewe	35	19	74
		Total	**123**	**111**	**234**
Grand Total	**13**	**13**	**233**	**225**	**458**

Source: Mara and Mwanza Regional Education Offices (2012)

Key - * Refers district where studies were carried out

Other studies carried out in Tanzania indicated that some primary school pupils cannot read Kiswahili fluently by the time they complete their studies in primary education (Wedin, 2004; Davidson, 2005; Alcock, 2005; ADEA, 2006; EDQUAL Policy No.1, 2010; Ngorosho, 2011;). According to most research findings there is a relationship between shortage of material resources, infrastructures and human resources and pupils' ability to read fluently (ADEA 2006, EDQUAL Policy No.1, 2010; UWEZO, 2010; UWAZI, 2010). Other study findings also show a connection between pupils' failure to acquire reading skills and the teaching of reading skills in primary schools (UWEZO, 2010; Alcock, 2005; Wedin, 2004; Ngorosho, 2010).

Alcock, (2005:408) mentions shortage of teachers and low teachers' salary, which causes them to absent themselves from duty to attend to their own business, insufficient desks and books to be among the factors that have a bearing on the pupils' reading skills. In her study on literacy skills of Kiswahili speaking children in Rural Tanzania, Ngorosho (2011) finds that home environment is a factor in pupils' acquisition of reading skills. She further contends that causes of the pupils' failure to acquire reading skills in primary schools include teacher competence as the teachers lack appropriate pedagogical skills. Mbunda (1974) additionally contends that major problems for teaching reading skills in Kiswahili include shortage of books, teachers' incompetence, which is attributed to inadequate training in various methods of teaching reading skills in Kiswahili, and student readiness.

1.3   Statement of the Problem

Failure to master reading skills in primary school education is a big problem, specifically in Tanzania. Some primary school pupils complete various levels of primary education, e.g. class II, IV or VII without mastering the reading skills of the preceding Kiswahili classes. For example, evaluation of the 2012 primary school leavers examination (PSLE) for the seven sampled schools, which performed highest in Musoma municipality (ACT- Mara, Nyarigamba "B", Rwamrimi "B", Nyasho "B", Kigera "A", Songambele, and Buhare) showed that a majority (52% to 71%) of pupils failed in the reading comprehension and structure (word classes) subtopics followed by 62% who failed in questions on vocabulary subtopics.

These percentages of failure are above average, which implies that the majority of pupils go through primary education in the municipality without Kiswahili reading

skills proficiency. Literacy and numeracy examination conducted in Mara region secondary schools in January 2012 to screen Form I students for that indicated that 224 students had failed that examination. The number of students who failed the screening test in rural areas and in rural districts is higher than those in the urban districts. In addition to that, the total number of girls failing the screening test is higher than that of boys. However, in most of the districts, the number of girls who failed the test was lower than that for boys. Nevertheless, in some districts (Ukerewe, Sengerema, Magu and Kwimba) more boys failed the test than girls . This may be because in Sengerema, Magu and Kwimba, where a majority of inhabitants' economy is depending on cattle keeping, boys tend to be absent from school more regularly.

The study is an attempt at answering why, at the end of seven years of primary education, students can still not read Kiswahili fluently. The study focused on factors that affect the acquiring of reading skills in Kiswahili because this is the medium of instruction in all public primary schools in Tanzania.

1.4   Objectives of the Study

1.4.1   General Objective

The main objective of this study was to examine factors which affect the acquiring of reading skills in Kiswahili in primary schools in Tanzania.

1.4.2 Specific Objectives

In line with the main objective, the following were the specific objectives of this study:

(i) To examine the methods of teaching reading skills applied by Kiswahili teachers in primary schools in Tanzania.

(ii) To examines how knowledgeable are standard I to IV teachers in methods, strategies and steps for teaching reading skills for level I to IV in Kiswahili in primary schools.

(iii) To explore how other factors (such as Pre School reading level) affect the mastery of reading skills in Kiswahili in primary schools in Tanzania.

(iv) To explore how the availability of reading materials as demonstrated by book pupil ratio of the textbooks, supplementary books, and other reading materials for teaching reading skills in Kiswahili in primary schools impact Kiswahili reading proficiency.

1.5 Research Questions

The following research questions based on the research objectives guided the investigation of this study:

(i) Which methods of teaching reading skills in primary schools are applied in teaching reading skills in Kiswahili at Standard I to IV in primary schools in Tanzania?

(ii) Have Kiswahili teachers mastered methods, strategies and steps of teaching reading skills in primary schools for Standard I to IV?

(iii)   How do other factors such as Pre School reading level affect the mastery of reading skills in Kiswahili in primary schools in Tanzania?

(iv)   To what extent are textbooks, supplementary books and other reading materials for teaching reading skills in Kiswahili available in primary schools for teaching reading skills in standard I to IV, in Tanzania.

(v)   To what extent does the book pupil ratio impact reading skills in Kiswahili in Tanzania's primary schools?

1.6   Significance of the Study

Reading is very important because it opens doors to knowledge as it helps one to access the written word, which carries different types of knowledge. Reading skills are the basic skills for communication that pupils need to acquire in order to get information and knowledge through both the print and the electronic media. Furthermore, reading skills are among the core skills pupils require for studying other school subjects (Rose, 2006). For instance, if pupils cannot read effectively, good performance in mathematics, science, geography, history or any other subjects may be jeopardized. According to Education, Audiovisual and Culture Executive Agency of the European Union countries (EACEA), a wide range of reading skills are essential for an individual's personal and social fulfillment to play an informed and active part in society, and for entering and advancing in the labour market (EACEA, 2011). In addition, acquiring reading skills is a basic requirement for the social and economic demands for the 21st century. It is only through reading skills that one can be able to get information to exploit and transform nature in order to afford a livelihood. For example, a carpenter who is not able to read will never be

able to determine the dimensions of a table or a bed he/she aims to mend let alone count the money paid to him/her for the product. In addition, a farmer who is not able to read would never be able to understand the instructions given for the farming implements to use in modern farming. Therefore, sound reading abilities are important for a young person to be able to pursue personal goals when embarking on adult life. Following the above argument, Passos, (2009: 208) comments as follows**:**

> *Pupils who have passed grades one and two without acquiring and developing the appropriate reading and writing skills, will find it difficult to acquire these skills because the purpose of subsequent classes is not to teach the techniques of reading, but to read with comprehension. Pupils who have not developed these important skills will be illiterate even after four years of schooling. Pupils completing primary education without being able to read are a recipe for an illiterate community. Since literacy has a social and economic impact on a society it is imperative that conditions for creating illiterates should be avoided. It is for this reason that reading has been given prominence by all nations in order to attain literacy and get rid of illiteracy.*

Therefore, the significance of this study is that knowledge of the factors, which affect the mastery of Kiswahili reading skills will help to address the problem of pupils completing primary education without knowing how to read. Once the causes of the problem are known, ways of how to solve them can be realized. Understanding the solutions to poor reading proficiency in Kiswahili would help to avoid the creation of illiterate community in Tanzania. Besides that, comprehending the causes of poor reading proficiency in Kiswahili among primary school pupils in Tanzania would help us find ways to resolve the shortfalls.

The findings and recommendations of this study are of importance to teachers and curriculum developers, government as well as the community as they are the stakeholders in the education of the child. Kiswahili Teachers for Standard I to IV

in primary schools will be informed of appropriate and suitable teaching methods, strategies and steps for teaching reading skills. In addition to that, the teachers will come to acknowledge the basic components and dimensions of reading skills for teaching reading to Standard I to IV pupils in primary schools. The local government authorities, head teachers and teachers will also come to appreciate the importance of increasing the number of textbooks, supplementary books and other reading materials in the teaching of reading in primary schools. Teachers too will realize the importance of consulting a range of teaching materials besides textbooks and supplementary books in order to help the pupils to acquire the reading skills they require. Additionally, curriculum developers will find the study helpful in designing suitable curriculum for primary school teachers during teacher training and in service teachers' courses. Thus through informed curriculum developers, Kiswahili language tutors in teachers' training colleges will be informed of the required methods, strategies and steps of teaching reading skills so that the same can be passed down to primary school teachers.

Further, from this study, the government officials in the Ministry of Education and Vocational Training would be able to envision the needs for establishing special programmes for training teachers who would teach reading skills in primary schools. In addition to that, the study's recommendations would help the officials in the Ministry of Education and Vocational Training to call for a centralized textbook, supplementary book, and other reading materials supply and distribute to schools. Finally, the findings of this study would also add knowledge on the present literature on factors affecting the teaching of reading skills in Kiswahili in primary schools in

Tanzania as well as stimulate linguistic professionals to conduct more researches in this area and other areas all over the country.

1.7 Limitation of the Study

This study was limited to the examination of factors that affect pupils in acquiring reading skills in Kiswahili in Primary schools in Tanzania namely: methods, strategies, and steps of teaching reading skills in primary schools in Tanzania, availability, (as indicated by book pupil ratio of text books, supplementary books and other teaching materials, proficiency in reading Kiswahili in Standard I to IV in both public and private primary schools in Musoma municipality and Misungwi district. This is because, the foundation of reading skill is developed in standard I to II and enhanced in standard III and IV. In addition to that the first summative evaluation of basic education at National level in Tanzania is currently done in standard IV. Therefore this study intended to find out whether primary school pupils were capable enough to read by the time they were to be assessed academically in all subjects they study for the first time in one level of primary school education circle. This is because ability of pupils to perform academically in all other subjects is determined by their recognition of words in prints. Since only two districts of Misungwi and Musoma municipality were involved in this study, findings may not be generalized to the whole country, but can instead be generalized to the semi urban and urban areas in Mara region and the rural areas in the communities belonging to the districts bordering Misungwi district and Musoma municipality.

1.8. Delimitations of the Study

The research was confined to the municipality of Musoma in Mara region, and Misungwi district council in Mwanza. The study did not consider other factors such as political, social, or economic that could have also affected pupils' reading skills proficiency.

1.9   Definition of Terms

In this part we define the terminologies used in this study with the different meaning from their ordinary meaning.

1.9.1   Alphabetic Language

This is a written human language in which symbols reflect the pronunciation of the words e.g. English, Greek, Kiswahili, Thai and Hebrew. In addition to that, alphabetic language is defined further to have an alphabet with several letters and characters representing sounds.

1.9.2   Alphabetic Principles

These are systematic and predictable relationships between written letters and spoken sounds.

1.9.3   Background Knowledge Experience

This is knowledge or experience that all learners have when entering a learning environment that is potentially relevant for acquiring new   knowledge.

1.9.4   Ideographic Language

This is a written character representing an idea or concept or meaning, and not just pronunciation or sound. Examples of ideographic languages are Chinese and Japanese. Ideographic language has thousands of characters and these characters represent ideas.

1.9.5 Bottom –Up Method (Alphabetic Method)

According to Wikipedia, this is the method of teaching reading, which involves teaching students to learn to read by sounding out letters of words in terms of alphabets. The teaching of reading through this method emphasizes the importance of reading each letter of a word correctly. Through alphabetic method of teaching reading, pupils are taught names of all the letters of the alphabet starting from the letters a, b, c, d---- etc. followed by identifying and distinguishing them (Mbunda, 1974:19). In teaching through alphabetic method, pupils are either shown letter cards or asked to pick letter cards and read. According to Mbunda (1974), this method is good for teaching reading skills in Kiswahili because it makes it possible to formulate and develop the word as required, since pupils are taught how to develop each word (*ibid*). He further comments that, the method is the best in helping slow learners.

1.9.6   Reading Skills

Pang et al., (2003) state that, reading is the process of constructing meaning from written text. Reading involves word recognition and comprehension (ibid). It is also the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text being read, and

the context of the reading situation (Kalanje, 2011; Yambi, 2010). Reading would further refer to any activity characterized by the translation of symbols, or letters to words and sentence that have meaning to the individual (Microsoft Encarta, 2007).

EACEA (2011: 28) defines reading literacy for fourth grade students as:

> *The ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment".*

For the purpose of this study, reading is referred to as the process of constructing meaning from written text, which involves word recognition and comprehension. The reading skills to be acquired at different grades   in primary school education include, word recognition, phonemic and phonological awareness, oral language and vocabulary, fluency and comprehension.

1.9.7   Top Down Method (Whole Word Method)

This is the method of teaching reading in which pupils are taught reading skills by starting to read the whole word (Kalanje, 2011). The method emphasizes reading comprehension or understanding meaning of words based on the context. The process requires the teacher to present the flash card with a word on it or to write the word on the chalkboard accompanied with its illustration or real object. Then a teacher reads the word and asks the pupils to read it after him/her.

1.9.8   Phonics

A method of teaching reading based on the sound of letters, groups of letters, and syllable. The method is divided into two parts namely; analytical and synthetic phonics. Analytic phonics relies on readers knowing a large number of words at

sight. Drawing from known sight words, teachers direct pupils to make inferences about the phonics relationships within words containing the same letter combinations. In other words, the pupils match the sounds in a known word with the sounds in the new word. On the other hand, synthetic phonics refers to sounding letters out and combining them into words. In teaching pupils through synthetic phonics methods, pupils are taught to decode new words by retrieving from memory the sound that each letter or combination of letters in a word represents and blending the sounds into a recognizable word.

1.9.9   Interactive Methods

This is a method of teaching reading in which both the bottom up and top down methods of teaching reading are applied at one time in teaching reading skills. According to Kalanje (2011), it is halfway between alphabetic and the whole word approach, advocated by Bloomfield in the early 1960s (Bloomfield & Barnhart, 1961). Abisamra (2000) agues that, the interactive model stresses both what is on the written page and what a reader brings to it using both top-down and bottom-up skills. It views reading as the interaction between the reader and the text.

1.9.10 Text Books

According to MoEVT (1999), textbooks are books intended to be used by all pupils in the class and to cover the entire syllabus for one year or part of one year of study. The books are sometimes called course books (*ibid*). In addition to that, in the book development policy document, MoEVT defines textbook as a book focusing on one curriculum subject intended primarily as a basis for instruction in the classroom (MoEVT, 1991). For the purpose of teaching reading skills in Tanzania primary

school, MoEVT mandated EMAC to approve   more than two textbooks to be used for teaching reading skills as textbooks.

1.9.11 Supplementary Books

According to MoETV (1999) supplementary books are the books intended to be used by all pupils in the class to supplement the textbook. It may or may not cover the entire syllabus for the year. These books are approved by EMAC for the purpose of controlling their relevance to Tanzania primary school in respect of the culture of the people of Tanzania. In this study supplementary books include those books which were previously used in teaching reading skills before the adoption of the 2005 Kiswahili syllabus for the new curriculum.

1.9.12 Supplementary Reader

These are storybooks, which are intended to promote reading skills in the extra free time reading. They may be fiction or non-fiction. These books are also approved by EMAC for the purpose of controlling their relevance to primary school pupils in Tanzania.

1.9.13 Teachers' Guide

Teachers' guide is a book providing assistance and guidance to teachers on how to use the accompanying pupils' textbook. MoEVT mandated EMAC to approve teachers' guide for each textbook selected for use in teaching reading skills in each grade in primary schools in Tanzania.

1.9.14 Supplementary (other) Reading Materials

Richards and Schmidt (2002:529-530) define supplementary materials in language teaching, as learning materials, which are used in addition to a course book. They often deal more intensively with skills that the course book does not develop or address in detail (*ibid*). In teaching reading skills in Kiswahili in primary schools, these are reading materials used mostly in teaching reading skills in Kiswahili which include; song posters, alphabet charts, flash cards with single letters, syllables, and words; text charts, and wall charts with letters, syllables, words and pictures or illustrations, and real objects.

1.9.15 Authentic Reading Materials

In citing Wallace (1992), Berardo (2006: 145) defines authentic texts as "real-life texts, not written for pedagogic purposes". He further explains that, authentic materials are the materials written for native speakers and contain "real" language which are produced to fulfill some social purpose in the language community" in contrast to non-authentic texts that are especially designed for language learning purposes (*ibid*). On the other hand, Richards and Schmidt (2002), point out that, the use of authentic materials in language teaching, is the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials.

In this study, other reading materials refers to as contemporary materials such as magazines, newspapers, advertisements, news reports, songs, brochures, billboards,

and other written documents like short speeches, which were not originally developed for pedagogical purposes are referred to as reading materials which were not originally. Contemporary materials are also considered as supplementary readers in this study.

1.10   Structure of the Thesis

This thesis is organized into five chapters. Chapter one introduces the study by presenting the background information, statement of the problem, objectives of the study, research questions, significance of the study, scope and limitation of the study, delimitation of study, definition of terms and structure of the thesis. Lastly, it also looks at the knowledge gap, and conceptual framework for teaching reading skills and the summary of the chapter.

Chapter two presents the review of literature. It looks at theories of reading, the model of reading skills that guides teachers on dimensions of reading and the components to teach in teaching reading skills. In addition, the chapter deals with empirical and theoretical review of factors affecting the teaching of reading skills, methods of teaching reading skills applied by teachers in teaching reading skills in primary schools, application of methods of teaching reading skills in other countries, and the use of reading materials in developing reading skills in primary schools as well as relationships between pre school education and Kiswahili reading proficiency at primary level.

Chapter three describes the methodology of the study. The description covers the qualitative design, quantitative design, and triangulation research design. The study

also covers area of research, sampling procedures, data collection methods and analysis procedures. Chapter four presents the findings of the study. Specifically it analyses the data and discusses the findings on methods, strategies and steps of teaching reading skills applied in teaching reading in primary schools at Standard I to IV.

Additionally, explores the challenges teachers face in teaching reading skills in Kiswahili, as created by the shortage of teaching resources such as text books and other reading materials as well as students' pre-school proficiency level in Kiswahili reading. The chapter further analyses and discusses the findings from primary school Standard I to IV Kiswahili teachers and head teachers, district education officers, district school inspectors and tutors from teachers' training colleges in contrast to other study findings in and outside Tanzania. Finally, chapter five gives the summary, conclusions of the main findings, as well as recommendations for improving both the teaching and the learning of Kiswahili reading skills in primary schools in Tanzania.

CHAPTER TWO

2.0 THEORETICAL FRAMEWORK AND   LITERATURE REVIEW

2.1   Introduction

This chapter reviews theories of reading skills and literature related to the subject we are investigating. The review is related to factors affecting the acquisition of reading skills in the lower grade pupils (standard one to four pupils) in primary schools. The chapter also reviews the recommendations by other studies carried in various countries on how to solve the problem. The chapter is organized under four sub-topics: theories of reading, models of reading, basic components in teaching reading and empirical review on teaching reading and factors affecting it. Under empirical review, the chapter looks at what other studies within and outside Tanzania say on methods of teaching reading skills at various grades in primary schools, experience on application of methods of teaching reading skills in Kiswahili, and the availability, relevance and accessibility of reading materials for teaching reading skills in primary schools.

2.2.0 Theoretical Review

2.2.1   Theories of Reading

There are three main reading theories, which explain the nature of learning to read and their implication to teaching reading skills, namely; the traditional theory (which stipulates that the meaning of any text must be "decoded" by the reader and that students are "reading" when they can "sound out" words on a page (Abismra, 2000), the cognitive view, (which advocates teaching of reading while taking into account the role of background knowledge of the reader in interpreting meaning of the text in

comprehension lesson) and the meta cognitive view (which demands that teaching reading be done while taking into account the activities or strategies which skilled readers undertake while reading in order to enhance their ability in comprehending the text) (Pardede, 2011). These theories are used at different grades of teaching reading, i.e. from the outset at the beginners' grade to higher grade readers. Since, our study is limited to standard I to IV only; the relevant theories to our study are traditional and cognitive theories only. In our discussion, we have explicated how each of the theory is relevant and showed the grade to which each of them is applicable.

We have not dealt with meta cognitive theory because it emphasizes the reading activities/ strategies a skilled reader has to undertake while reading in order to enhance his/her ability to comprehend the text, which is not relevant to our study. The activities include identifying the purpose of reading before reading, reading in details, summarizing, identifying the form or type of the text, choosing, scanning, skimming, making continuous predictions about what will occur next based on information obtained earlier, prior knowledge, and conclusion. All these reading activities are undertaken by the skilled readers in higher grades than the grades of standard I – IV pupils. Since our study is limited to grade I to IV, the metacognitive theory is not relevant to it.

2.2.2. The Traditional Theory (Bottom-Up View/Model)

Traditional view of reading asserts that novice readers acquire a set of hierarchically ordered sub skills that sequentially build towards comprehension ability (Pardede, 2011). It stipulates that the meaning of any text must be "decoded" by the reader and

that students are "reading" when they can "sound out" words on a page (Abismra, 2000). According to Pardede(2011), reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. It emphasizes the ability to de-code or put into sound what is seen in a text (ibid). Having mastered these skills, readers are viewed as experts who comprehend what they read. This is to say that readers are the passive recipients of information in the text according to this view. Meaning resides in the text and the reader has to reproduce it. Today, the main method of teaching reading skills associated with this theory is known as the bottom-up method or outside-in to reading; also known as alphabetic method, which requires the learner to match letters with sounds in a defined sequence (Dole *et al*., 1991; Pardede, 2011).

For example, for beginner readers in Kiswahili in pre-primary school class or in standard I in primary school class (where there is no pre-school class) teachers start to teach pupils the vowels; **[a], [e], [i], [o]** and **[u],** and how these symbols (letters) correspond with their sounds (grapheme phoneme correspondence). Then, teachers teach pupils how to combine (blending) these letters to form words like (**o+a) > /oa/** (marry), **(u+a) > /ua/** (kill/flower), **(a+u) > /au/** (or) etc. Gradually, they teach pupils the syllables **ba, be, bi, bo, bu** and their combinations to form words (synthesis) like **/baba/,** (father), **/bibi/** (grandmother), **/babu/** (grandfather) etc. In the following levels, teachers teach pupils word analysis (segmentation) such as spellings, word base and affixes such as **/imb-a/,** (sing), **/a-na-imb-a/** (he is singing) etc. The opponents of this theory argue that the decoding model is inadequate because it underestimates the contribution of the reader's ability to

predict and processes information (op. cit) and that it fails to recognize that pupils utilize their expectations about the text, based on their knowledge of language and how it works. They claim that the model emphasizes the teaching of key vocabulary items and, in the area of grammar, teaching of cohesive devices which however do not guarantee rapid and accurate reading (*op. cit*). In citing Eskay ,D.,(1973), Abismra (2000) argues that reading word by word, destroys readers' chances of comprehending very much of the text; hence the major bottom-up skill that readers must acquire is the skill of reading fast. Moreover, the theory has almost always been under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structure (Faizatulakmal, 2010).

Nonetheless, this theory is necessary for comprehension to take place despite that it is criticized for being inefficient and defective, for the reason that it relies on the formal features of the language (Neumann, 2004). It is through this theory that the Simple View of Reading model was improvised. Before the Simple View of Reading (SVR), there was a sight light model, which did not consider the component of comprehension in teaching reading skills. We therefore examined the application of this theory in the teaching of reading skills in Kiswahili in Standard I and II.

2.2.3 The Cognitive Theory (Top-Down Processing View)

According to the cognitive theory, reading is a dialogue between the reader and the text, which involves active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning (Abismra, 2000)

The "top down" approach emphasizes readers bringing experiential background in interpreting text (whole language) (ibid). In the cognitive theory, the readers' world knowledge helps him to sample the text for information, contrast it with other texts to make sense of what is written. The focus here is thus on the readers' interaction with a text. "Top" is equal to the higher order of mental concepts such as the knowledge and expectations of the reader whereas "Bottom" is referred to the physical text on the page.

In this view therefore, a reader starts with hypotheses and predictions, which he/she then attempts to verify by working down to the printed stimuli and for this it is also called the psycholinguistic guessing (game (ibid). For example, in teaching reading skills, the teacher exposes the pupils to either the real object or the picture of the object first. After that, he /she exposes them to the whole word of naming the object or the picture. Then pupils read the word related to the object followed by separating (segmenting) the word in syllables followed by letters (spelling).

However, the critics of the theory argue that readers sometimes have little knowledge on the topic in many texts and thus cannot generate predictions about such topics. Moreover, even if a skilled reader can generate predictions, this would take much longer than recognizing the words. The opponents of this theory further assert that the view tends to emphasize higher level skills (like prediction of meaning by means of contextual clues or background knowledge) at the expense of lower skills (like the rapid and accurate identification of lexical and grammatical forms). They also claim that the theory deemphasize the perceptual and decoding dimensions of that process.

Moreover, the theory is said to be good only for the skillful, fluent reader for whom perception and decoding have become automatic, not for the less proficient, developing reader. Good reading is a more language-structured affair than the guessing-game metaphor (Weber, 1984). Similarly, top down view model is weak on detail, and it leads to some mistaken conclusions, that good readers depend on context for word recognition, and that they make less use of letter information than poor readers as they read(ibid). The poor reader cannot recognize a word straight away, and needs context to aid word recognition. This takes up valuable processing capacity, which reduces the capacity for comprehension. Nevertheless, Omaggio (1993) argues that the theory has made an important distinction between meaningful learning and rote learning.

In teaching reading along this theory (top-down methods), the content and quantity of texts that pupils are asked to read determine the degree at which such pupils develop top-down reading skills. Therefore, the materials pupils are subjected to read should be interesting to them and they should be assigned substantial time to read individually. In this study, we examined the application of the theory in the teaching of reading skills from standard III and standard IV in Kiswahili in primary schools.

2.2.4 Conceptual Framework for the Teaching of Reading Skills

This study was guided by the Simple View of Reading model improvised in 1986 by Gough and Tunner (1986) and supported by Hoover and Gough (1990). The model guides teachers in making decisions in reading instructions (Dreyer and Kaz, 1992).

The model posits that reading process is the outcome of decoding /word recognition (D) and language comprehension (LC). In other words, reading is composed of two basic dimensions of word recognition (Decoding-D) and Language comprehension (LC). It stipulates that successful teaching of reading skills should take into account the development of pupils' ability in word recognition and language comprehension. The key components (issues) to teach in line with this model are reading skills: phonemic awareness', oral language and vocabulary, and fluent reading as well as the dimensions of word recognition and comprehension.

Successful and effective teaching of reading skills also depends on the methods of teaching reading and the use of reading materials in teaching the components of reading skills. The methods of teaching reading skills are the independent variable, while the mastery of reading skills (word decoding and language comprehension) is the dependent variable. The use of available reading materials is mediating variable. For successful teaching of reading skills in Kiswahili, all methods of teaching reading skills are interdependent (depending on each other). Therefore, the assumption in this study is that proper application of the recommended methods of teaching reading and effectively use of the reading materials, can lead to successful teaching of reading skills in Kiswahili in primary schools in Tanzania reading skills. Figure 2.1 below summarizes the conceptual framework developed for this study.

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┌─────────────────────────────┐
│ Methods of teaching reading │
│ skills used                 │
└─────────────────────────────┘
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| Bottom- up method/alphabetic method | Interactive method (balanced approach) | Top-down method/whole word method |

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┌─────────────────────────────┐
│ Use of textbooks,           │
│ supplementary readings,     │
│ and any other reading       │
│ materials                   │
└─────────────────────────────┘
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Components of reading skills
- Word decoding, Phonological and phonemic awareness, oral language and vocabulary ,
- Fluency, Comprehension

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┌─────────────────────────────┐
│ Pupils' mastery of reading skills │
└─────────────────────────────┘
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Figure 2.1: Diagrammatic Representation for Teaching Reading Skills in Kiswahili in Primary Schools

Source: Formed by the inputs from the reviewed literature and self-imaginations.

Additionally, the study assumes that the application of proper methods and

strategies of teaching reading skills by the teachers in the appropriate grade of pupils

in primary school reading class can improve the acquisition of reading skills

(sometimes even without using books-reading without books). Lastly, the

conceptual framework assumes that there is a close relationship between the

methods of teaching reading skills applied by the teachers and the pupils' mastery of reading skills.

2.3   Models of Reading

2.3.1   Simple View of Reading Model

The model of teaching reading skills namely, "Simple View of Reading (SVR) is the product of decoding and comprehension (Wren, 2006). The model is composed of two basic components of reading skills namely; word recognition skills (decoding-abbreviated as "D"), and language comprehension skills (abbreviated as "LC"). Reading comprehension (abbreviated as "R") is described as the product of some of reader's word decoding and listening comprehension (Rose, 2006). The model advocates that both components are essential in developing mastery of reading skills and both require specific kinds of teaching (*ibid*).

The argument call upon practitioners and teachers to understand the processes involved in reading, such as to help students to recognize words and to develop comprehension skills (*ibid.*). Through this model, teaching beginner readers should focus on helping pupils to develop their word recognition skills. Hence, teachers should help pupils to master the following: (i) grapheme-phoneme correspondences (GPC) (letter/sound), in a clearly defined, incremental sequence; (ii) Blending phonemes to form words;(iii) Segmenting words into their constituent phonemes in order to spell them; (iv) developing a store of familiar words. At a higher level, focus of teaching reading in this view is on comprehension and response which in its view helps pupils to develop critical thinking and fluency. It argues that teaching needs to switch towards a greater emphasis on teaching the language

comprehension. The strength of this model is its transparency and ability to foster understanding of the basic components of a very complex phenomenon of reading comprehension.

2.3.2 Developing Word Recognition Skills (D)

Decoding is the ability to recognize both types of relationships between written and spoken words (Hoover and Gough, 1990). Hoover and Gough (1990) emphasize that these systematic relationships allows readers to read many new words they never encountered before in the written form. The systematic relationships between written and spoken words are those that consistently relate the units of the written word, (letters of the alphabet) and the units of the spoken word (not the sounds themselves, but the abstract units–the phonemes–that underlie the sounds). Knowledge of these relationships is known as cipher knowledge (ibid). These relationships are known as grapheme phoneme correspondence (GPC).

According to Rose (2006) simple view of reading model, word recognition is one of the basic components teachers should teach the beginning readers. In developing word recognition, teachers need to teach alphabetic knowledge and skills. Alphabetic instruction requires teachers to provide students with a core body of information about alphabetic rules. The basic alphabetic rules are divided in two components of cognitive reading skills and alphabetic principles. In an alphabetic writing system language like in Kiswahili, letters are used to represent speech sounds, or phonemes. For example, in Kiswahili, the word *pita (pass)* is spelled with four letters, *p*, *i*, *t* and *a*, each representing a phoneme respectively, /p/, /i/, /t/ and /a/.

In alphabetic lessons, pupils are taught three main skills namely: grapheme-phoneme-correspondence (GPC), blending, and segmenting. Whereas in grapheme-phoneme-correspondences, pupils are taught to associate written letters with the sounds they represent, in blending, pupils are taught how to articulate the sounds that make up a word and merge the sounds together to form the word. Lastly, pupils are taught how to break up a word into the phonemes that make it and spell the letters which form them. Therefore, teachers need to be clear about learners' performance and progress in each of the system of word recognition and language comprehension.

2.3.3 Developing Language Comprehension Reading Skill (LC)

Comprehension skill is the second component considered in the Simple View of Reading (SVR) model. According to Hoover and Gough (2012) reading comprehension or, simply, reading is the ability to construct linguistic meaning from written representations of language. It is the ability of a listener to build mental representation of the information contained within the language that a speaker is using. This ability is based on one's use of the language and knowledge of the substance to be communicated (*ibid*). It equally depends on knowledge of the world, the content and procedural knowledge acquired through interactions with the surrounding environment. It also relies on linguistic ability competence in a language that can be divided into three larger domains of phonology, syntax and semantics, whereas, background knowledge represents the substance on which language operates. Meanwhile, decoding, i.e. the ability to recognize written representations of words is the key to comprehension of words.

It is important to note that, word decoding and language comprehension are interdependent. In this view, the only route to successful reading comprehension is through success at both language comprehension and decoding. Weakness in either ability will result in weak reading comprehension. Thus, knowing where obstacles to reading and its acquisition exist, requires assessing both language comprehension and decoding abilities. Following the above arguments, comprehension is an essential part of reading without which, no reading takes place (Kalanje, 2011). Therefore, teachers should support the development of specific strategies for reading comprehension.

2.3.4 Basic Components in Teaching Reading Skills

Pang, *et al.* (2003), mention eleven basic components to be considered when teaching reading skills namely; oral language development, phonological and phonemic awareness, fluency, vocabulary, prior knowledge, comprehension, motivation and purpose, integrating reading and writing, choosing text of the right difficulty and interest level, cultural knowledge, and practice. On the other hand Reeves, *et al*. (2008) posits awareness of components of phoneme, fluency, and comprehension. For the purpose of this study we will take into account only four components to teach in reading namely; oral language development (including vocabulary), phonological and phonemic awareness, fluency and comprehension.

2.3.4.1 Oral Language and Vocabulary Teaching

Nyman (2009) defines oral language as the complex system that relates sounds to meanings, made up of four components namely, phonological awareness, semantics, syntax and pragmatics. Phonological awareness here refers to general ability to

attend to the sounds of language, distinct from ability to understand and combine the smallest units of sound or phonemes. Semantics here refers to a child's ability to combine the smallest units of sound in a specific language (phonemes) that carry meaning to form syllables and words and sentences. For example, "**ma"** (inflection for the plural form of **"Ua"**(flower) is formed with phonemes **/m +a/).** The word" **Ua"** (flower) is formed by phonemes (/**u**+**a**/) and when it is prefixed with the inflection **"ma--" i.e. /ma+ua/** the word "maua" is formed which means flowers.

Meanwhile, the syntax component of oral language involves the ability to combine morphemes (the smallest linguistic unit with complete meaning) into words and sentences (ibid). Children develop the ability to combine two or more morphemes as well as adding proper inflections and suffixes to words such as in the sentence "Mwanajeshi anacheka" the morphemes ["mw+ana+jeshi a+ na+chek+a"] (a +soldier+ is+ laugh+ing) using their knowledge about the syntactic component of their language. Eventually a child's knowledge of syntax will be used to articulate statements, questions, and commands. All three components of language skills are necessary to learn to read (*op. cit*. 10). Nyman (2009) further argues that the definition of oral language should include pragmatic skills, which represent the appropriate understanding of language use in different situations (p.10). It is important for children to learn pragmatic rules as they acquire reading skills to be able to recognize text written in books in formal rather than spoken language. Research has shown that there is close relationship between oral language development, and early reading ability (Pang; *et al.,* 2003). Therefore, before children begin to learn to associate the written form with speech, they need to learn

the vocabulary, grammar, and sound system (phonology) of the oral language (ibid). In respect of the above arguments, in teaching reading skills for beginning readers, teachers should teach pupils the oral language and vocabularies through story telling. Primary school teachers need to begin to provide overt access to new concepts and terms through subject specific vocabularies and words through teaching of academic literacy in each learning area (Reeves; *et al.,* 2008). Vocabulary should also be taught directly and indirectly (*op.cit:* 142). Teachers should begin by actively encouraging students to bring their background knowledge and experiences into classroom literacy activities (Nyman, 2009). The goal of all literacy and content should be not only to get children to speak, but also to have them develop and learn through speech (*ibid*). This study investigated whether teachers developed this component during the process of teaching reading skills in Kiswahili.

2.3.4.2 Phonological and Phonemic Awareness (PPA)

Phonological awareness refers to the ability to "hear" the phoneme (i.e. the sound of the letters), distinguish one phoneme from another, and appreciate that phonemes blend together to make a word (Pang; *et al.,* 2003:9). Studies confirm the connection between poorly developed phonological awareness and inability to begin reading (Nyman, 2009). For alphabetic language like Kiswahili, phonemic awareness is closely associated with reading ability in the beginning readers in early and later years of schooling (i.e. lower levels of primary education such as standard I to IV pupils) and upper level of primary school education such as standard V to VII pupils).

Moreover, phonological awareness helps children to discover the alphabetic principles (*ibid*), (the systematic and predictable relationship between written and spoken sounds). According to Nyman (2009), successful training in phonological awareness has led to marked differences in achievement during a child's acquisition of reading. Moreover, Chenoweth (2002) emphasizes that for one to read well, one must understand letters and the sounds represented by each. She further explains that researches show that children will never read fluently, without instructions that lay out sound by sound how the respective language looks in print (*ibid*).

Children with the inability to identify individual sounds in spoken words and segment are likely to struggle with beginning reading tasks. In order to provide such instruction to children, teachers need a thorough understanding of alphabetic (methods (*op.cit*). Meanwhile, Kalanje (2011) comments that teaching phonological and phonemic awareness is very useful for teaching reading in Kiswahili given that most words are regular in spelling. Kalanje (2011) investigated if teachers teach pupils to develop phonological awareness skills namely blending, segmentation, phoneme isolation, and deletion. However he did not examine the methods, strategies, and steps of teaching which teachers used in teaching that component, hence it is imperative for this gap to be filled.

2.3.4.3 Fluency

Fluency here refers to ability to read text accurately and quickly (Pang, *et al.,* 2003). In sighting Rasinski (2003), NRP (2011) describe fluent reading as the ability to read passages accurately, rapidly, effortlessly, and with appropriate expression (p.34). Juke (2006) asserts that fluency refers to speed and accuracy of decoding

words in connected text to reading comprehension. According to Rasinski (2004), there are three dimensions in reading fluency namely accuracy in word decoding, automatic processing, and prosodic reading (p. 46). Juke claims that learners' automatic processing in decoding can be assessed by looking at their reading speed (ibid). Following the above contentions, Iwahori (2008) observes that learners' accurate and rapid recognition of words enhances their capacity for attention, leading to comprehending a text. Readers are thought to begin to read accurately first, then with speed, and then incorporate features of spoken and written language such as grammar and punctuations (*ibid*). Pang, *et al.* (2003) emphasize that fluency depends on the ability to group words appropriately during reading. The major objective of fluent reading is to enable thorough understanding of the content of the text, i.e. comprehension.

At this stage, pupils are prepared to identify words that they cannot pronounce and find the pronunciation independently, read simple stories and feel comfortable in learning new concepts (N'Namdi, 2005). Failure of pupils to read fluently leads to failure to comprehend the text they read. Teaching fluency entails teaching word recognition skills and ensuring that pupils develop speed and ease in recognizing words as well as reading words in connected text. This can be more practical if the texts are interesting and meaningful to the reader. Teachers can promote the fluent reading among pupils by assigning them reading practices in pairs and asking them to practice the exercise repeatedly. For this to be effective, supplementary reading materials for individual reading activities or free voluntary reading should be availed to each pupil.

2.3.4.4 Comprehension

Hoover and Gough (1990)define reading comprehension (or, simply, reading) as the ability to construct linguistic meaning from written representations of language (c.f.2.1.4). Reading comprehension is also defined as 'intentional thinking during which meaning is constructed through interactions between the reader and the text' (EACEA, 2011). This definition is however only applicable after pupils have progressed through schooling such that the focus of reading moves from being able to decode words towards being able to understand the message or a whole text. At this level, pupils are faced with increasing demand of reading comprehension tasks related to literature and information texts in different subject areas.

Therefore, at this stage reading comprehension involves both linguistic and cognitive processes, which interact during reading as the reader tries to extract and create meaning from written texts (*ibid*). Rand reading Study Group (2002) argues that reading comprehension should already be a part of reading instruction with beginning readers and not only a focus of instruction in the post primary grades. The group emphasizes that; instruction of listening comprehension should start at pre-primary education and continue throughout primary school. In addition, the group describes other prerequisites for successful reading comprehension as:

(i)   Successful initial reading instruction.

(ii)   Social interaction and participation in literate communities (in homes and classrooms as well as in the larger socio-cultural context). This enhances pupils' motivation and helps to form their identities as readers.

(iii)   Rich exposure to literacy experiences as well as easy access to written texts.

Therefore, instructional strategies for developing pupils' reading comprehension must take into account their backgrounds, and the extent to which they are ready to benefit from reading comprehension instruction.

2.4. Literature Review

This section briefly defines reading before reviewing various empirical researches related to selected factors affecting teaching reading skills shown in the objectives of this study. It is the aim of this section to show how other studies address these factors and how the findings of the previous studies give way to the present research.

2.4.1 What is Reading?

The meaning of reading varies from one scholar to another as well as from one context to another. Pang, *et al.* (2003) state that reading is the process of constructing meaning from written text. Reading involves word recognition and comprehension (*ibid*). It is also the process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by the text being read, and the context of the reading situation (Kalanje, 2011; Yambi, 2010). Reading would further refer to any activity characterized by the translation of symbols, or letters into words and sentence that have meaning to the individual (Microsoft Encarta, 2007).

On the other hand, EACEA (2011citing OECD 2009b) defines reading literacy as:
"Understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society (p.18)"
However, PIRLS defines reading literacy for fourth grade students as:

'The ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn to participate in communities of readers in school and everyday life, and for enjoyment' (Mullis *et al.,* 2006, EACEA, 2011)." For the purpose of this study, reading refers to the process of constructing meaning from written text which involves word recognition and comprehension.

However, the PISA and PIRLS's definitions of reading have been applied only in the discussion of the results of the studies carried in European Countries on reading acquisition. PISA and PIRLS are two large scale international surveys, assessing literacy levels across countries in European Union countries. However, while PIRLS measures reading achievement of pupils in reference to grade of the pupils in most participating countries, PISA measures knowledge and skills of reading, in mathematics and science with regard to the age of pupils (EACEA, 2011).

2.4.2 Methods of Teaching Reading Taught in TTCs and Applied in Teaching Kiswahili Reading Skills in Primary Schools

In this section the researcher explored the teaching methods and the reading materials used by Kiswahili primary school teachers in the area of study. However, he preliminarily examined various methods of teaching reading in other countries.

2.4.2.1 Methods of Teaching Reading Skills

Scholars identify methods of teaching reading as; alphabetic method (also known as bottom up), whole word method (also known as top-down) and interactive method (which is the combination of both bottom up and top down) (Mbunda, 1974;

Stanovich,1986; Dole, *et al.,* 1991, Omaggio, 1993; Alcock, 2005; Rose, 2006; ;

Kemizano, 2007; Richard, 2008;Kalanje, 2011; Tiedemann, 2011; Ngorosho,

2011;). Kalanje (2011) is of the view that linguistic method is synonymous with

interactive method. Kemizano (2007) however points out other methods as, sharing

reading or New Zealand method, guided silent reading method, and reading aloud to

the children method.

Mbunda (1974) mentions five methods of teaching reading skills namely

alphabetical method, sound method, whole word method, syllable method, and

sentence method. According to him however, alphabetic method and whole word

methods are similar to the bottom up and top down methods respectively. According

to Wikipedia, the bottom up method of teaching reading skills is defined as the

method of teaching reading skills which involves teaching students to read by

sounding out letters of (words (c.f.1.8.5). The teaching of reading through this

method emphasizes the importance of reading each letter of a word correctly. In

addition, Rose,(2006) states that bottom up method involves hearing and saying

sounds in words, linking sounds to letters, and naming and sounding the letters of

the alphabets.

Similar to bottom up method, alphabetic method, is the one in which reading skills

are taught by teaching names of all the letters of the alphabet starting from the letters

a,b,c.d----. etc. followed by identifying and distinguishing them (Mbunda, 1974). In

teaching through alphabetic method, pupils are either shown letter cards or asked to

pick a letter cards and read. According to Mbunda (1974), this method is good for

teaching reading skills in Kiswahili because it makes it possible to formulate and

develop the word as required, since pupils are taught how to develop each word (ibid). He further comments that the method is the best in helping slow learners. However, he disapproves the method to be long and boring; hence it needs patience (*op. cit*). In this study we use the term "alphabetic" and "bottom up" methods of teaching reading skills interchangeably to mean the same method of teaching reading skills. Another method of teaching reading skill is the syllabic method (Mbunda: 1974). Through this method, pupils are taught how to form syllables from the letters or pick syllable cards and read them. e.g. /ba/, /cha/, /da/ and so on. This method is commended to be the best one because it enhances development of pupils' ability in reading because pupils can read on their own without teachers' assistance (*ibid*). In addition, through this method, pupils in the whole class are taught together, not individually. Therefore, the use of this method serves time. Lastly, it helps pupils to be curious (because they tend to form a number of syllables on their own at their own free time).

Despite all advantages of syllabic method, it is criticized for focusing on the structure of the word rather than its meaning. In addition, some pupils become slow in reading because they tend to read one syllable after another such as "**a-me-to-ka"** (he-has-left). Lastly, if a teacher does not teach step by step, pupils may not properly understand what is taught, which may cause variation of groups of pupils with different ability in reading by the time they start reading books (*ibid*. 23). According to the teachers guide in teaching reading skills in primary schools, the method is used in teaching simultaneously with alphabetic method (Abdulla and Salim, 2006). On the other hand, top down method (c.f.1.8.6) is the method of teaching reading in which pupils are taught reading skills by starting to read the whole word (, Reeves,

et al., 2008;Kalanje, 2011; Pardede, 2011). This method is also known as "whole word method of teaching reading". It is a method of reading instruction that emphasizes the meaning and structure of words based on context (*ibid*). When people talk they use words as a whole, not as individual sounds. Therefore, whole word method is logical approach in teaching pupils to read whole words, not the individual sounds they are made of.

Through whole word method, the teaching of reading skills is done by showing pupils an action or object/picture and then showing them the word for that action or object/ picture (Mbunda, 1974). In so doing, pupils associate the words and the objects or pictures. Teachers use this method in teaching reading by presenting the flash card with a word on it or to write the word on the chalkboard accompanied with its picture or real object. Then a teacher reads the word and asks the pupils to read it after him/her. Moreover, a teacher may ask pupils to pick syllable cards and put them together to form Kiswahili word and ask them to read. The advantage of this method is that it enables pupils to remember words by associating them to pictures. However, Mbunda (1974) lists six major weaknesses of this method as follows:

(i)   Not all words or actions have pictures; therefore it is difficult to teach all words through whole word method.

(ii)   It is difficult to get the best words for all children in the country.

(iii)   It is difficult to write the relevant books for the whole country.

(iv)   When a pupil misses the class for some few days he/she may not follow what his/her fellow pupils had already studied.

(v)   It is difficult to arrange in order the required words for reading.

(vi)   Pupils rely on teachers' choice of words and pictures.

Another serious weakness of the whole word method is that is does not consider different types of learners and that it assumes that all pupils have the same ability of understanding of what they are taught at the same time. Moreover, it does not consider visual and hearing impaired pupils. Therefore, in using this method, one has to observe these disadvantages in order to teach reading in a better way. In this study we use the terms "whole word" and "top down" methods interchangeably to mean the same method of teaching reading skills.

The last method of teaching reading skills is sentence method (ibid). The method uses the same procedures of teaching reading as whole word method. Nevertheless, *sentence method* unlike whole *word method* uses phrases and sentences instead of single words. The teacher starts by using the picture followed by formation of short sentences that are read and taught. In addition to the advantages of using whole word, the sentence method helps in teaching fluent reading and punctuation, simultaneously. The weakness of this method is that if the sentences are not well selected, pupils may encounter many problems. For example, pupils may not read the new sentences if they get new words. In addition, it demands many teaching materials for each pupil, such as picture cards, sentence and word cards, and sometimes the dictionary which has pictures to enable the practice of associating sentence with pictures. Kiswahili primary school syllabus recommends syllabic, sentence method, alphabetic method (for the syllabic method) and whole word method. The teaching and use of [alphabetic (bottom up), and whole word (top

down) methods] at one time is referred to as an interactive method of teaching reading skill in this study.

It is an ideal way of teaching as Mbunda (1974: 18-19) comments:

> *There is no one specific best method of teaching reading for all the pupils or for all the times. The methods used to teach me reading when I was a child are quite different from the ones used today. May be even these ones used today will not be applicable in future. Although the current methods are regulated, still yet, there are pupils who get difficulty in reading. It is very difficult to teach reading skills by using only one method. In fact teaching reading and hence acquiring reading is an outcome of using various methods of teaching reading skills in combination (Author's translation).*

The above quotation thus recommends eclectic method in teaching Kiswahili reading right from primary school. Therefore, this study examined whether various methods of teaching reading were taught to student teachers in teachers' training colleges and whether the trained teachers applied them in teaching Kiswahili reading skills in primary schools. The researcher investigated only these methods because the other three methods according to Mbunda (1974) namely sound, syllabic and sentence methods are directed in the primary school syllabus and teachers guides for teaching reading at Standard I to be taught within the two methods namely, top down (whole word) and bottom up (alphabetic) simultaneously. In addition, in Kiswahili, the sounds of alphabet are taught within the words (Mbunda, 1974). Although each method of teaching reading identified above has its role to play in teaching reading, in this study we dealt only with three methods namely, alphabetic method (similar to bottom up), whole word method (similar to top down), and interactive method (the combination of alphabetic and whole word methods).

Pardede (2011) points out that through the alphabetic method (bottom up) of teaching reading, pupils are taught to match the letters with sounds in defined

sequences of (i.e. grapheme phoneme correspondence), letters to form words (blending), phrases and sentences (synthesis). They are also taught to break words to letters (segmenting) which can be called spellings and word analysis in word based. Whole word (top down) method of teaching reading is used to teach reading skills whereby pupils are taught to read the whole word (Kalanje, 2011). The method emphasizes reading comprehension or understanding meaning of words based on context (*ibid*).

The process requires the teacher to present the flash card with a word on it or to write the word on the chalkboard accompanied with its illustration or real object. Then a teacher reads the word and asks the pupils to read it after him/her. In this approach the pupil does not recognize that the letters represent sound units, so the entire pattern of letters is taught holistically as representing a particular word such as "*mama* (mother), *kikombe* (cup), *ngo'mbe* (cow) etc. The method is criticized because it puts very little emphasis on word analysis, hence young readers may guess or skip over words they do not know and some children may not learn how to read. The third method of teaching reading is the interactive method (Nagao, 2002).

According to Kalanje, (2011), this method is similar to linguistic method. It is a combination of both alphabetic method (bottom up) and whole word method (top down) of teaching reading. The method assumes that skills at all levels are interactively available to process and interpret the text. Hence both top down and bottom up skills must be developed because both contribute directly to the successful comprehension of the text (*ibid*). It is assumed that the method may solve some weaknesses in both top down and bottom up methods of teaching reading.

2.5 Application of Methods of Teaching Reading Skills in other Countries

In this subsection, we explored the findings on reading skills and how the findings can be applied in Tanzania to improve the teaching of reading. Studies on reading achievement have been conducted in European Union education systems by two international survey organizations namely PISA and PIRLS (c.f.2.2.1.0). PIRLS conducted the study in 16 countries whereas PISA did it in 27 countries. According to PISA studies in 2009, approximately one in five 15-year olds in the EU-27 countries had difficulties using reading for learning. In only Belgium (Flemish Community), Denmark, Estonia, Poland, Finland and Norway were the number of low achievers less than the European target for 2020. The proportion of struggling readers was especially high in Bulgaria and Romania.

According to PISA, the average performance of the reading achievement in 27 European countries was below the EU 27 benchmark for reading achievement (15%). On average in EU 27 in 2009, 19.6% of the students were low achievers in reading (i.e. One in five 15 years old in the EU 27 had difficulty in reading hence they had difficulty in using reading as a tool for learning). The findings further revealed that most students in the fourth year of the formal schooling lead the low results in Belgium (French Community), France, Slovenia, Iceland and Norway. In these countries, the average results were lower than the EU-27 average (15%). On the other hand, PIRLS conducted the study on reading achievement for grade IV in 16 European Union Countries in which the findings revealed that 20% of pupils in the countries were not able to recognize plots at literal level or identify information explicitly stated (*op. cit*). According to EACEA (2011), about 40% of students aging 15 years in these countries did not reach reading proficiency of level 2

(EACEA, 2011). Meanwhile, 30% or more of students got difficulties in reading in Belgium, Romania, and Norway (EACEA, 2011). The results further revealed that proportions of pupils with serious reading difficulties was significantly higher in Belgium (French community), Spain, Poland, the United Kingdom, Iceland and Norway (*ibid*) than the EU average (15%). EACEA (2011) also pointed out that the highest percentage of very poor readers (those scoring below the benchmark) was in Romania, where 16 % of pupils were not able to recognize, locate, and reproduce explicitly stated details from the texts (p.24). Consequently, the EU member states have set benchmark to reduce the number of 15 years old with inadequate reading skills to less than 15% by 20% by 2020 (*ibid*).

Meanwhile, National Inquiry on Literacy in Australia conducted the study on reading in 2005 and revealed that systematic method of instructions was an essential foundation to reading instructions among the successful schools visited during the enquiry (National Inquiry on Literacy in Australia, 2005). That is, the study revealed that without synthetic methods (the combined effect of alphabetic instruction (bottom-up) and whole word instruction (top-down) children could not read accurately, fluently and could not comprehend texts. Similar results were observed in the United Kingdom, in private primary schools in Canada, and in the United States of America. The evaluation of literacy teaching conducted in primary schools in the Limpopo province in South Africa found that poor academic achievement from grade 4 onwards was attributed to literacy and language teaching practices in school and classrooms from grade R (reception year similar to Pre-primary grade) onward (Reeves, *et al.,* 2008). Meanwhile, the Southern (and Eastern) Africa

Consortium for Monitoring Education quality study indicated that 85.4% of grade 6 in 14 southern and eastern Africa did not reach the desired level of literacy due to various reasons (ibid). One of the reasons for this low achievement was the teachers' failure to use relevant methods of teaching reading skills (*op.cit*).

The report recommended the use of both bottom –up and top-down (Interactive) teaching for this problem. It also recommended vocabulary and spelling development, phoneme awareness, sound, fluency and reading comprehension in the foundation phase (*op. cit*). In addition to that, a survey in Nigerian primary schools on the practices of English reading teaching indicated that while the common approach to teaching was "reading while listening" method, the combination of the alphabetic, phonics, and word and sentence methods used by a few teachers was more effective (Gbenedio, 1985). On the other hand, the findings of a study on factors affecting the teaching of English reading skills in the second language of grade 3 learners in three primary schools in Ongwediva town in Namibia revealed that poor teaching methods was among the factors that made the teaching of reading unsuccessful (Rebecca, 2009). It found that lack of phonemic awareness, and comprehension created reading problems (*ibid*).

In Kenya, a study conducted by Onyamwaro (2012), in Kisii Municipality on factors that affect the teaching of reading skills in Kiswahili in Lower primary school classes outlined the application of traditional approaches to teaching reading, poor background and poor mastery of Kiswahili language. The study further revealed that the quality and quantity of instructional materials were inadequate. For example, there were no visual aids used in Kiswahili reading lesson. In Uganda, a study

conducted by Kemizano (2007) on the teaching of reading to school beginners revealed that teachers were confusing methods of teaching reading skills and strategies of teaching reading skills. Kemizano (2007) found that teachers used talk and chalk, alphabetic, storytelling, illustration and look and say. He found that the most important approaches that boost the development of reading skills promptly were not utilized by teachers (*ibid*).

The researcher recommended for teachers to use discovery methods which involve learners than chalk and talk method. Passos (2009) conducted a comparative analysis of teacher competence and its effect on pupils' performance in upper primary schools in Mozambique and other SACMEQ countries in 2009. He found out among others that the speed with which pupils read in the first grade is directly related to the methods used as a starting point to acquire reading skills (Passos, 2009). The study further revealed that 22% of the pupils in SACMEQ countries performed at Levels 1 (pre-reading) and 2 (emergent reading). This result means that a good number of pupils in these countries could be considered as illiterate (*ibid*). Failure of teachers to follow the proper teaching methods of reading skills was mentioned to be among the reasons for poor performance of pupils in reading skills.

In Tanzania, a research on literacy practices, out and in school by Wedin in 2004 in 10 primary schools at Karagwe in Kagera Region, revealed that teachers followed synthetic method in teaching reading skills, but without pupils being able to connect the letters with their respective sounds. The methods of teaching reading taught in teachers' training colleges in Tanzania are participatory/learner centered (Kimaryo, 2008; Davidson, 2005; Kalanje, 2011; Komba and Nkumbi, 2008). The studies

above revealed that very few teachers applied the recommended participatory teaching methods in their daily teaching in schools (Kimaryo, 2008; Kalanje, 2011; Davidson, 2008). Most of these studies revealed that teachers were not confident to apply the methods following the fact that they were inadequately trained in applying them, since even tutors were not conversant with them (Kimaryo, 2008; Davidson, 2005; Komba and Nkumbi, 2008; Alcock, 2005). However, the studies did not address the teaching methods applied by teachers in teaching reading skills in Kiswahili in particular.

The findings thus generally imply that not only learners in Tanzania face the problem of reading acquisition, but also learners in other countries. The causes for poor reading achievements are the poor methods of teaching reading, family socio-economic status, parents' level of education, and the use of second or additional language for instruction, and gender differences—with girls performing consistently better than boys. Other factors which impacted on the acquisition of reading skills were the structural characteristics of education systems. Following the above reviews, it can be concluded that methods of teaching reading skills applied by teachers is one of the obstacle to reading skills acquisition particularly by beginning readers. Given the fact that the studies on the teaching methods in Tanzania do not address the methods of teaching reading skills in Kiswahili in particular in Standard I to Standard IV.

2.6 The Use of Reading Materials to Develop Reading Skill in Primary Schools

Reads (2004) contends that the textbooks in the poorest countries can counter-balance the problems of poorly trained teachers and the lack of basic facilities in

schools. That is to say, the outcome of effective use of textbooks can fill the gap of the absence of well-qualified teachers of reading as well as the absence of other basic reading facilities like reading alphabet charts, and others. Similarly, Ensor *et al.* (2002) as quoted in Reeves *et al.* (2008) emphasize that the systematic use of a good series of textbooks and readers in class sets up a pedagogic pathway for both teachers and learners. That is to say, it makes the teaching of reading more successful as well as the successful mastery of reading skills by pupils.

In addition, Chall (1990, 2000) noted that reading series that are designed to foster increasing independent reading and textbook series that consolidate and build on learning and language experiences from one book to the next, should thus form a core component of primary school teachers' teaching programmes, particularly foundation phase literacy programmes for primary school pupils. These books may be divided in two different groups depending on grade of pupils. The ones for grade I and II, and those for grade III and IV. In evaluating Malawi literacy programme for primary school pupils, Chiuye (2009) revealed that although teaching and learning materials were provided to schools, some teachers were not using them adequately to support the teaching and learning of literacy.

On the other hand, a survey by UWAZI (2010) in 40 primary schools in Dar es Salaam Region revealed that the book-pupil ratio varied from one school to another —whereas the book pupil ratio at Mlimani Primary school was 1.2, and 1.10 at Kunduchi primary school, the ratio was 1.45 at Bunju "A" primary school; both in Kinondoni District (*ibid*). Others are the ratio of 1.15 at Tandika Primary school, while at Mbagala Primary school in Temeke District; only teachers had textbooks

(Uwazi, 2010). UWAZI does not tell us anything about the situation of Kiswahili textbooks used in teaching reading in Kiswahili as well as their relevance and how they are used in the schools. It does not also tell us about the availability of the other reading materials such as flash word cards and alphabet charts for teaching reading skills for beginning readers are not mentioned at all**.**

2.7   Knowledge Gap

The literatures that we have reviewed have shown that poor teaching of reading skills have contributed to pupils' failure to master reading skills by the time they complete primary education. Studies conducted in Tanzania revealed that the pupils' fail to master reading skills because of among other things, inadequate necessary inputs (resources) required in schools. The inputs include among other things; classrooms, libraries, laboratories, teachers' houses and others (Chiuye, 2009; UWEZO, 2010; Ngorosho, 2011; Kalanje, 2011, Wedin, 2004; Alcock, 2002, and 2005 and Rowe, 1995). Other studies on primary school pupils' ability to read in Kiswahili conducted in Tanzania have examined none- linguistic issues such as teachers' lack of motivation to teach, truancy, pupils' home environment and shortage of books and other teaching materials in general but not specifically on the process of teaching reading skills in Kiswahili language. While low school performance such as low reading skills in Tanzania is generally associated with poor teaching and poor assessment methods (Rajani, 2009), none of the researches that have been undertaken so far have carried out a detailed analysis on the teaching of reading skills and its impact on pupils mastery of reading skills in Kiswahili. Although UWEZO (2010) refers to the teaching methods as one of the factors,

which hinder the pupils from acquiring reading skills, this is said in passing. In the absence of a detailed study of the teaching of reading skills, it was imperative that a study to investigate teaching process in the classroom including methods, strategies and steps of teaching reading skills in Kiswahili as factors that affect the acquisition of reading skills to be conducted. This study thus examined this aspect in order to find out its solution. This is based on the assumption that the teaching of reading has bearing on the acquisition and mastery of reading skills.

2.8   Summary

This chapter reviewed literatures on the factors affecting the acquisition of reading skills. The reviews projected reading skills as the foundation on which the learning of all other subjects is established. It also exposed reading as an important skill in the citizens' daily lives as well as in a country's development. Although reading has various definitions, the review generally considered reading as the outcome of word recognition (decoding) and language comprehension (Rose, 2006). That is to say, reading has two basic dimensions namely decoding and comprehension. The review laid it bare that successful teaching of these two dimensions enables pupils to acquire reading skills.

It also exposed that the key skills for pupils' success in acquiring reading skills are phonemic and phonological awareness, oral language and vocabulary mastery, fluency, and reading comprehension. Methods, of teaching these skills are alphabetic (bottom up) method, whole word (top down) method, and interactive method. The

use of these methods varies from one grade level to another. Moreover, proper use of these methods and strategies as well as steps in teaching specific reading skill in the respective grade is important for the pupils' acquisition of reading skills.

The studies revealed that alphabetic (bottom up) methods of teaching reading skills is more acceptable for teaching beginning readers. However, the review also informed that the use of various methods and strategies is the best in various grade levels. Finally, the conceptual framework of this study is based on the fact that pupils' mastery of reading skills depends on effective and successful teaching of reading skills: right methods of teaching reading skills as well as strategies and steps of teaching reading skills, use of relevant textbooks, supplementary books, and any other supplementary reading teaching materials. With regard to knowledge gap, many studies in Tanzania noted the shortage of resources such as furniture, physical (shortage of enough space, hence overcrowding), and inadequacy of reading materials for teaching reading skills. These studies however did not specifically address reading acquisition problem in lower primary schools. In bridging this gap therefore, the present study focused on factors impacting on the teaching of reading skills in grade I to IV. The next chapter provides and discusses the research design and methods applied in this study.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

Research methodology is the description of the methods applied in carrying out a research (Kombo and Tromp, 2006). Research methodology also refers to research design i.e. the conceptual structure within which research would be conducted (*ibid*). The function of research design is to provide for the collection of relevant information with minimal cost in terms of effort, time and finance.

The design and methodology is organized under the sections of research design and approaches, data sources and data types, data collection methods, research (site) area of study, population, sampling techniques, research instruments, data collection methods, and data analysis. The chapter continues to discuss the area of study, field survey process, the sampling procedures, data organization and analysis, and finally the summary of the chapter.

3.2   Research Design and Approach

3.2.1   Research Design

According to Omari (2011), research design is a distinct plan on how research problem will be attacked (p. 120). In addition, Kothari (1993) points out that research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (p.39). Research design is also used in research to refer to the researcher's plan of how to proceed (ibid). This study in this regard employed a case study research design. This design allows data to be collected at a single point in time and

can be used for a descriptive study as well as determination of relationship between variable(opcit). Moreover, it allows collection of data on different groups of respondents at one point at a time (Wawa, 2012). Moreover, it has greater degree of accuracy in social science studies than other designs. A case study design is also economical because it can draw generalization about the large population on the basis of representative sample and lends itself better for producing good results (ibid). In this way it is cost and time effective design.

This design was used in this study because of its flexibility and simplicity in collecting many types of information. In this study, data were collected in two districts of Misungwi and Musoma Municipality from the various groups of teachers of Kiswahili in level I to Standard IV in primary schools, head teachers, district and municipal education officers, district inspectors of schools, statistics and logistic officers in the two district education offices, and Kiswahili tutors at teachers' training colleges of Butimba and Murutunguru in Mwanza Region, as well as Tarime and St. Alberto in Mara Region at the same time.

3.2.2 Research Approach

This study adopted a quantitative and qualitative (triangulation/mixed) approach—which "is one in which the investigator primarily uses post-positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses or and questions, use of measurement and observation, and the testing of theories), employs strategies of inquiry such as surveys, and collects data on predetermined instruments that yield statistical data" (Creswell, 2003). The approach was implemented by collecting data using predetermined instruments. The

instruments included closed and open ended questionnaires for Kiswahili teachers in primary schools, the structured and semi structured interview questions for municipal and district education officers, district school inspectors, statistics and logistic officers in district education offices, and the focus groups of tutors at teachers' training colleges as well as school head teachers. The data was analyzed using the Statistical Package for the Social Sciences (SPSS) software package.

3.3   Data Sources and Types

In order to answer the research questions and to achieve the objectives of this study, the researcher collected both primary and secondary data. The primary data were collected through focus group discussions, interview, and questionnaire to the target population. For primary school teachers and tutors in teachers' education colleges and district school inspectors, the collected data were on the methods of teaching reading skills taught in teachers' training colleges, and the ones which teachers applied in teaching reading skills in their respective grades, knowledge of teachers on the components and dimensions of reading skills, challenges which teachers face in teaching reading skills in the respective grades, and adequate mastery and application of the methods of teaching reading skills.

The study also focused on the strategies which teachers apply in teaching components of reading skills word recognition, and comprehension reading skills. Education officers and the municipal and the district education officers also provided the data related to the availability, usability and suitability of Kiswahili textbooks, supplementary books and other reading materials for teaching Kiswahili reading skills in the respective grades. They were also asked to state other factors

which affected the teaching of reading skills in primary schools. The secondary data were collected from the official evaluations by the district and regional education officials, district inspectors of schools, newspapers, government education reports, government officials, libraries and websites. These data were used to complement information obtained from the respondents. The data were related to the background to the failure of pupils to acquire reading skills, and factors which may affect the teaching and acquisition of reading skills in primary schools in Kiswahili.

3.4 Data Collection Methods

This study used employed both qualitative and quantitative approaches (triangulation method) in collecting data. According to Omari (2011 :),

> *Triangulation method is about studying the same phenomenon using more than one paradigm, method, design, approach, or instruments, techniques, or measures so as to increase depth of understanding in a given research episode or phenomenon (p. 132).*

The study observed the ability of Kiswahili teachers in teaching specific reading skills in Kiswahili in grades I to IV in primary schools, how they mastered teaching methods, strategies and steps when teaching the respective reading skills in the respective grades. Moreover, the quantitative measurements were employed to determine the methods of teaching reading skills taught to student teachers at teachers' training colleges, and the ones they applied in teaching reading skills in the respective grades, knowledge of teachers on the components and dimensions of reading skills, as well as other challenges they faced in teaching reading skills in the respective grades. In addition to that, the combination of methods and instruments of data collection namely questionnaire, interview, focus group discussion, and field observation was used in collecting both qualitative and quantitative data. The

quantitative data were specifically collected through open and closed ended questionnaire and checklist for field observation, whereas the qualitative data were collected through structured and semi structured interview and focus group discussion. The use of combination of methods in data collection was due to the diversity of information that was required to achieve the study objectives.

3.4.1   Questionnaires

This is   a method of data collection consisting of either closed or open questions typed in a definite order on a form (Kothari, 1993),mailed to respondents who read, and write down the reply in the space meant for the purpose (ibid).According to Kothari(1993-124-125),the questionnaire's merits include: it is cost effective even when the universe is large and is widely spread geographically, it is free from interviewer's bias, respondents have adequate time to provide well thought out answers, and uneasily approachable respondents can be easily reached. On the other hand, questionnaire's demerits include :   applicable only for cooperative educated respondents, it is difficult to determine the reliability and validity likely to be   the slowest of a and it is difficult to know whether willing respondents are truly representative.

In this study, different questionnaires were designed and administered to teachers of reading skills in Standard I to Standard IV. The questionnaire aimed at obtaining information about the methods of teaching reading skills student teachers were taught at teachers' training colleges, and the ones they applied in teaching reading skills in the respective grades, knowledge of teachers on the components and

dimensions of reading, skills, other challenges teachers faced in teaching reading skills in the respective grades**.**

3.4.2   Interviews

The structured and semi structured interview method was adopted for data collection because of its cost effectiveness and its strength in capturing empirical data in both formal and informal settings (Kothari, 1993). The interview schedule consisted of open ended questions. The structured open ended questions were used to obtain information from Kiswahili tutors who taught grade III A primary school teachers at Teachers Training Colleges at Butimba TTC (where there is a special programme for in-service primary school teachers) as well as at, Tarime, Murutunguru, and St. Alberto teachers' training colleges on the way tutors trained teachers to teach reading skills in primary schools, and methods of teaching reading skills which teachers applied in primary schools in teaching Kiswahili reading skills. The interviewed was also on, whether they were trained as specialists for training teachers to teach reading skills, whether the Kiswahili syllabus for training teachers included the components of methods of teaching reading skills, and their opinions regarding the text books and supplementary reading materials used for teaching reading skills in different grades from standard I to standard IV in primary schools in relation to teaching skills they imparted to their trainees.

The semi-structured interviews were used during the discussions with municipal and district education officers as well as statistics and logistic officers at the district education offices in the two districts. According to Omari (2011) semi structured interview are built around a core of structured questions from which the interviewer

branches off to explore in depth (p. 162). Therefore, in this study, the researcher had had a list of issues that he wished to get from the M.E.O, D.E.O, SLOs and District school inspectors.

The semi structured interview with D.E.O and M.E.O, focused on the general factors affecting pupils' acquisition of reading skills in primary schools, methods of teaching reading skills in primary schools, availability, usability and suitability of textbooks, supplementary books, and other supplementary materials, and of course their general opinions and recommendations on how to regulate the problem of inability of pupils to acquire reading skills in primary schools. According to Kothari (1993), semi structured interview has advantage of allowing the researcher to restructure questions if need arises. Interviews were found useful because it enabled the researcher to conduct face to face discussion with respondents, restructure some questions to suite the situation and to capture some controversial issues among different officials. The interview with SLOs mainly focused on the availability, usability, and suitability of books, supplementary books, and other supplementary materials for teaching reading such as wall alphabet charts, and letter cards for teaching beginner readers—the SLOs are the responsible persons in the district education offices with acquisition and distribution of reading and teaching materials to primary schools at the areas of their jurisdictions. The interviewer wanted to obtain their general opinions and recommendations on the rationale of adopting multi-book system in teaching reading skills in Kiswahili primary schools. The interview with district inspectors of schools focused on the methods of teaching reading skills, application of the methods of teaching reading skills in Kiswahili in

teaching the skills in the respective grade, the teachers' mastery of teaching reading skills in Kiswahili in the respective grades in primary schools, the challenges teachers face in teaching reading skills in Kiswahili in primary schools, availability and usability of the text books, supplementary books, and other reading teaching materials in schools.

Moreover, the researcher solicited the inspectors' opinions on the way to regulate the pupils' inability to acquire reading skills in primary schools. The district school inspectors are responsible for supervision of the way teachers in primary schools teach various subjects in schools, availability, adequacy and usability of teaching materials in primary schools, as well as the general operations of the primary schools. The information gathered through interview helped to cross check consistence and confirm some findings from Kiswahili teachers in primary schools through questionnaires.

3.4.3 Focus Group Discussion

Focus group discussion is composed of a group of 6-8 individuals who share certain characteristics, which are relevant for the study (Kombo and Tromp, 2005). In focus group discussion, the discussion is carefully planned and designed to obtain information on the participants' belief and perceptions on a defined area of interest (*op. cit*). Moreover, focus group discussions are useful in verifying and clarifying information and in filling in gaps of information caused by inadequate information gathered from the interviews and observations.

A group of ten head teachers from purposively sampled schools representing all head teachers in public schools in Musoma Municipality, and Misungwi District and

all head teachers for the English medium private schools in the districts were interviewed in the focus group discussion. The head teachers from the public schools were sampled from the best five schools and the worst five schools in 2010, and 2011 PSLE in the districts. The discussion aimed at obtaining information related to the general factors affecting the pupils' ability in acquiring reading skills. The discussion focused on the methods of teaching reading skills which teachers were taught at teachers' training colleges, the ones they used in teaching reading skills in the respective grades, other challenges teachers faced in the teaching reading skills in the respective grades, teachers' mastery and application of the methods of teaching reading skills, components of reading skills and their general opinions and recommendations on how to regulate the problem of inability of pupils acquisition of reading skills in schools. According to Reeves, *et al*. (2008), teaching reading usually goes hand in hand with textbooks and supplementary reading materials used in teaching. Moreover, some scholars insist on the reading texts to be of interest and relevant to pupils in relation to their background knowledge in order to enhance and sustain their reading ability (Mbunda, 1974; Hoover and Gough, 2008; parsley, 2001). Therefore, the discussion with head teachers was also used to obtain the information on the availability, accessibility, and suitability of textbooks, supplementary books, and other reading teaching materials.

3.4.4   Field Observation

Observation makes it possible to study behaviour as it occurs. The researcher simply watches people as they do and say things. Nachimias (1976, as cited by Wawa, 2012) holds that field observation enables the generation of first hand data that are

uncontaminated by factors standing between the researcher and the object of the research. Moreover, observation method might also be used when respondents are unwilling to express themselves verbally.

In this study, the researcher observed the teaching of reading skills in the class I to IV by 74 teachers randomly sampled at selected schools in both Musoma Municipality and Misungwi District. Components observed are: the teaching of phonics, oral language and vocabulary, fluent reading teaching, the use of textbooks, use of supplementary reading materials, activities undertaken by pupils on word recognition and language comprehension: the items observed under each component are shown in the checklist attached in appendix 3. Observation was used to verify the validity of the information availed by teachers on some variables in the questionnaire.

3.4.5 Documentary Review

Consonant with this method, the study reviewed the use of the 2009 Kiswahili syllabus for grade IIIA teachers' training, the use of 2005 Kiswahili syllabus for primary schools, the use of textbooks for teaching reading at the grade Standard I to IV, the remarks in the education evaluation reports for the PSLE and the standard IV national examination results from the district and the regional education officers of Musoma Municipal and Misungwi District councils. Moreover, the study reviewed newspaper reports on reading performance in Tanzania.

Furthermore, few exercise books from some few pupils were reviewed to determine the way they answered comprehension questions in writing as well as to find out whether pupils who had no text books could encode what they were hearing from

their teachers in the reading aloud lessons. The information gathered in pupils'
exercise books formed the background of the problem, justification of the magnitude
of the problem of the study and the effect of the problem to pupils reading skills.
The information gathered using documentary review was used to verify the validity
of the information availed by teachers on some variables in the questionnaire as well
as what was observed in the reading lessons, and making relevant recommendations.

3.5   Sampling Design, Sample Size and Sampling Stages

Omari (2011) defines a sample in research as a small proportion of population
selected for observation and analysis. Moreover, he defines a population as the
totality of any group of units which have one or more characteristics in common that
are of the same interest to the researcher (*ibid*). Furthermore, he posits that the
sampling stage is the variation of cluster sampling which involves sampling within
samples (*op.cit*). For example, having a large random sample of schools, then a
random sample of streams or classes, and then a random sample of students (Omari,
2011: 140). On the other hand, Kombo and Tromp (2006) define sampling design as
"the part of the research plan that indicates how cases are to be selected for
observation"(p.78). According to May (1993), as cited by Wawa (2012), sampling
makes data collection cheap, reduce the labour for analyzing the data, serves time,
permits higher level of accuracy because the sample size allows accuracy checking
for the design and administration of the questionnaire, and lastly, it allows collection
and dealing with more elaborate information following the fewer cases.

The sampling design are divided into two broad areas namely probability designs
(also called random sampling) and non-probability designs (also called purposive

sampling) (Kothari, 1993; Kombo and Tromp, 2006; Punch, 2009;). We applied both random and purposive sampling designs because they allowed us to get the data which can be generalized for a larger population. We used purposive sampling design because our study focused specific groups of the population i.e. group of Kiswahili teachers for standard I to IV, Kiswahili tutors at teachers' training Colleges, and the head teachers.

On the other hand the study used systematic sampling in selecting public primary schools to visit. The sampling in this study had the following stages. First, by using purposive sampling, the district of Misungwi and Musoma Municipality were selected. The selection of the district and the municipality was based on the findings of assessment done by UWEZO (2010) on the reading ability of primary school pupils in 38 districts in Tanzania. The findings indicated that pupils in these two districts read below average. While pupils who were able to read fluently at standard II story level in Musoma Municipality were 42.5%, in Misungwi District the percentage of those who were able to read fluently at that level was 37.7%. The National average was 42.2%. Moreover, 10 head teachers were selected in each district. These were the five best performing and five poorest performing schools in PSLE examinations for 2011 and 2012 in the district and Municipality.

Secondly, using simple systematic sampling, 13 wards in Misungwi District were selected and then, 74 streams of Standard I to IV pupils in public primary schools in both Misungwi District and Musoma Municipality were selected. From each school, four (04) Kiswahili teachers (One Kiswahili teacher of Standard I to IV) were

selected, making a total number of 396 primary school Kiswahili teachers. The distribution of schools selected for the study is shown in Table 3.1.

Table 3.1: List of Selected Primary Schools

DISTRICT	SELECTED WARDS	S/NO.	SCHOOL
Misungwi District	Bulemeji	1.	Kaunda
		2.	Mwalogwabagole
	Fela	3.	Ngeleka
		4.	Fullo
	Idetemya	5.	Bulolambeshi
		6.	Chole
		7.	Kigongo
		8.	Mayolwa
	Ilujamate	9.	Gukwa
		10.	Mwagimagi
	Isesa	11.	Buhunda
		12.	Mangula
	Kanyelele	13.	Budutu
	Koromide	14.	Lukelege
		15.	Mwasubi
	Mabuki	16.	Mabuki
		17.	Mwanangwa
	Mbarika	18.	Bugisha
		19.	Igenge
		20.	Mbarika
		21.	Nyabuhele
	Misungwi	22.	Mbela
		23.	Misungwi (English Medium)
		24.	Mitindo
	Mwaniko	25.	Mwaniko
		26.	Nguge
	Sumbugu	27.	Ikula
		28.	Kwimwa
		29.	Ng'wakiyenze
		30.	Sumbugu
	Usagara	31.	Busagara
		32.	Busagara ((English Medium)
		33.	Isela
		34.	Kagera
		35.	Sanjo
Musoma Municipality	Buhare	36.	Buhare
	Iringo	37.	Iringo B
	Kigera	38.	Kigera B
	Kitaji	39.	Musoma
	Mwigobero	40.	Mwembeni B
	Nyakato	41.	Mshikamano B
		42.	Nyakato B
		43.	Songambele A
	Nyasho	44.	Nyasho B
	Bweri	45.	Kambarage B
		46.	Bweri
		47.	Songambele B
		48.	Amani (English medium)
		49.	Paroma (English medium)
		50.	Rwamrimi

	Kamunyonge	51.	Imanueali (English medium)
		52.	Kamunyonge B
	Makoko	53	Bakhita (English medium)
		54	Nyarigamba A
	Mukendo	55	Mukendo
		56	St. John Bosco (English medium)
	Nyamatare	57	ACT Mara (English medium)
		48	Nyamatare B
	Mwisenge	59	Mwisenge B
		60	Mtakuja B

Source: Misungwi District and Musoma Municipal education officers' offices 2012

The English medium private schools were very few in the study areas, thus purposive sampling was used to select all schools with grade I to IV. Eventually, a total of eight (08) schools were selected; six (06) in Musoma Municipality and two (02) in Misungwi District. Meanwhile, all Kiswahili teachers for grade I to IV and all head teachers of these schools were involved in this study.

3.6 Area of the Study

The study was conducted in Musoma Municipality in Mara Region and Misungwi District in Mwanza Region. Mara Region is divided into six (6) administrative districts and (one (01) Municipality leading to seven (7) local government councils of which are education districts. The councils are Bunda, Butiama, Musoma, Rorya, Serengeti, Tarime, and Musoma Municipal.

The region in which Misungwi districtl is located

The region in which Musoma municipality is located
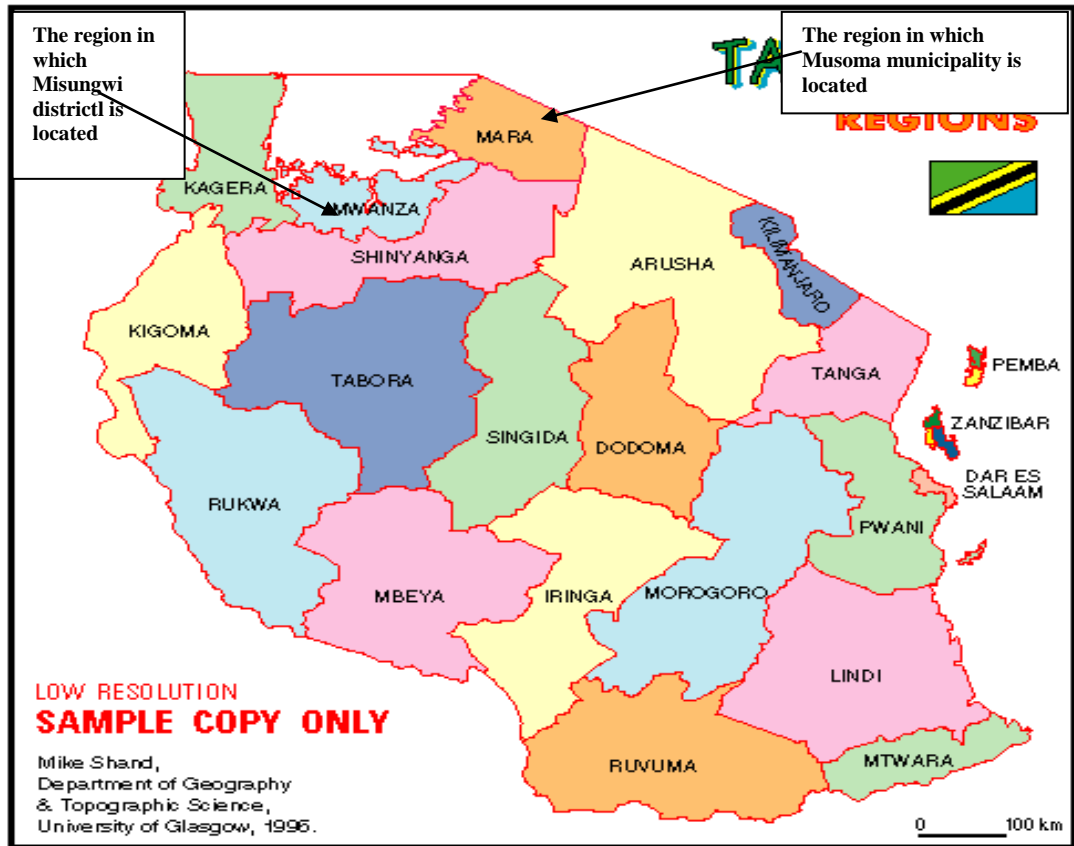
Figure 3.1: Map of Tanzania Indicating Location of Mara and Mwanza Regions

Source: Tanzania Bureau of Statistics (2007)

On the other hand, Mwanza Region is divided into seven (07) administrative districts and local government councils, leading to seven (07) education districts namely, Ilemela, Kwimba, Magu, Misungwi, Nyamagana, Sengerema, and Ukerewe. Two districts namely Ilemela and Nyamagana are municipalities within the city of Mwanza. Figure 3.1 indicates the location of Mara and Mwanza regions in Tanzania.

3.7 Misungwi District

The District of Misungwi is located in Mwanza Region on the shores of Lake Victoria to the south of the city of Mwanza and has borders with Ilemela and

Ukerewe Districst to the north, Sengerema and Geita districts to the west and north west, Kwimba District to the east, Magu District to the north and Kishapu District of Shinyanga Region to the south.

The sources of income and economic activities in the district are livestock keeping small scale industries (wood works & mechanical and electrical workshops), farming cotton, sorghum, rice, groundnuts, cassava, pulse, and sweet potatoes and partly fishing. Misungwi is essentially populated by the Sukuma, the Sumbwa and the Nyamwezi. The district is comprised of 26 administrative wards with 136 primary schools (three of them being the English medium private schools). Most of the school going pupils in this district registered in the public primary schools. This study involved only 35 primary schools with 41streams of standard I to standard IV in this district. Figure 3.2 indicates the location of Misungwi District in Mwanza Region.
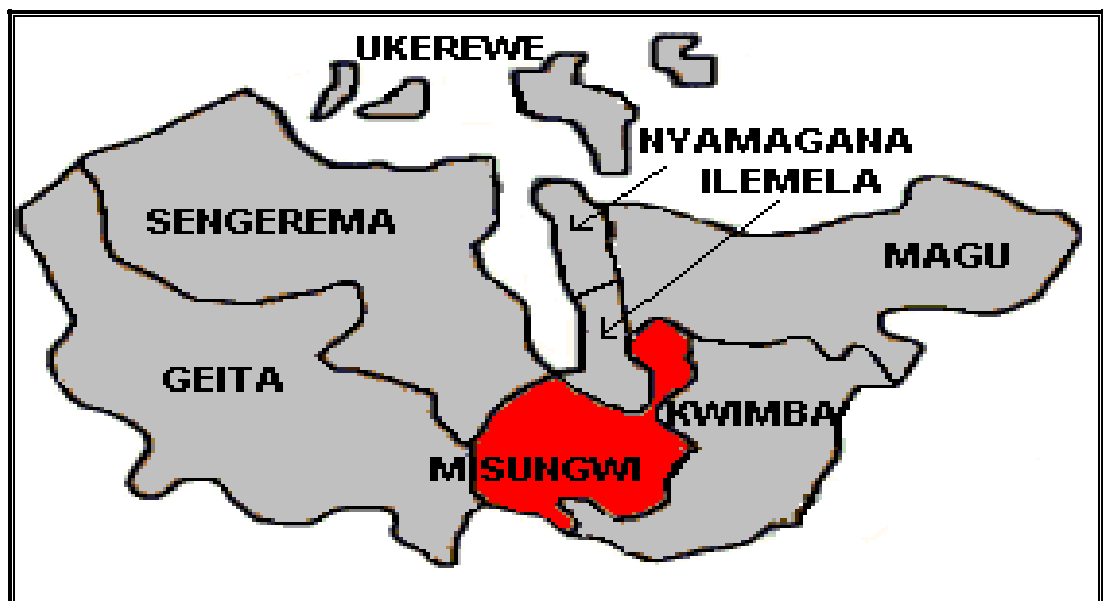
Figure 3.2: Map of Mwanza Region Showing Location of Misungwi District.
Source: www. n.wikipedia.org/wiki/File:Misungwi.GIF.

N.B. Geita district is no longer a district, because it was elevated to the regional status since 2012.

3.7.1 Administration

Misungwi is administratively subdivided into 4 divisions, 26 wards, and 78 villages. The district has one parliamentary constituency. There are 27 elected councilors from each ward and 5 nominated councilors representing minority and other special groups e.g. women. The district is led by a full council headed by a chairperson elected from among the councilors. The local Member of Parliament also attends council meetings. The chief executive is the District Executive Director who is assisted by 12 heads of departments namely: Education, Health, Agriculture, Livestock, Trades and Cooperatives, Works and Fire division, Community Development, Planning and Economics, Finance, and Administration departments.

3.7.2 Climate

Misungwi District has two rain seasons. The short rain period occurs between September and December and the long rain season occurs in the months of February to May. The average rainfall amount is between 0-350 mm per year.

3.8 Musoma Municipality

Musoma Municipality is located in Mara Region. Musoma is the capital of the regional administration of Mara. Musoma Municipality is surrounded by Musoma Rural District to the south West and south East. The East and North lies lake Victoria and River Mara and the Ireland of Rukuba within the lake Victoria to the North west. Generally, Musoma Urban is a gulf surrounded by lake Victoria and Musoma Rural District to almost all the southwest, south east and lake Victoria to

the North, East, and North west. Sources of income and economic activities are mainly services, commercial, industrial activities and fishing. Musoma Municipality is inhibited mainly by the Kuria, Jita, Kabwa, Zanaki, Kiroba, Luo, Haya, Ruri, Kwaya, Simbiti, and a few Sukuma. The municipality is comprised of 13 administrative wards with 43 primary schools (eight of them being the English medium private schools). Most primary school pupils in this district register in the public primary schools. This study involved only 25 representative sampled primary schools with 33 streams from standard I to standard IV in this municipal.

Figure 3.3: Map of Mara Region Showing Location of Musoma Municipal Council.

Source: Musoma Municipal land office (2013).

3.8.1 Climate

Musoma has two rain seasons. The short rain period occurs between September and December and the long rain season (*locally called echitiku*) occurs in February – May. The average rainfall amount is between 0-350 mm per year.

3.8.2 Administration

Musoma Municipal council is administered under 57 streets (Mitaa), forming 13 wards namely, Buhare, Bweri, Iringo, Kitaji, Kigera, Kamunyonge, Mukendo, Mwigobero, Makoko, Mwisenge, Nyakato, Nyasho, and Nyamatare. The municipality has one division and one parliamentary constituency. There are 13 elected councilors from each ward and 5 nominated councilors representing minority and other special groups e.g. women.
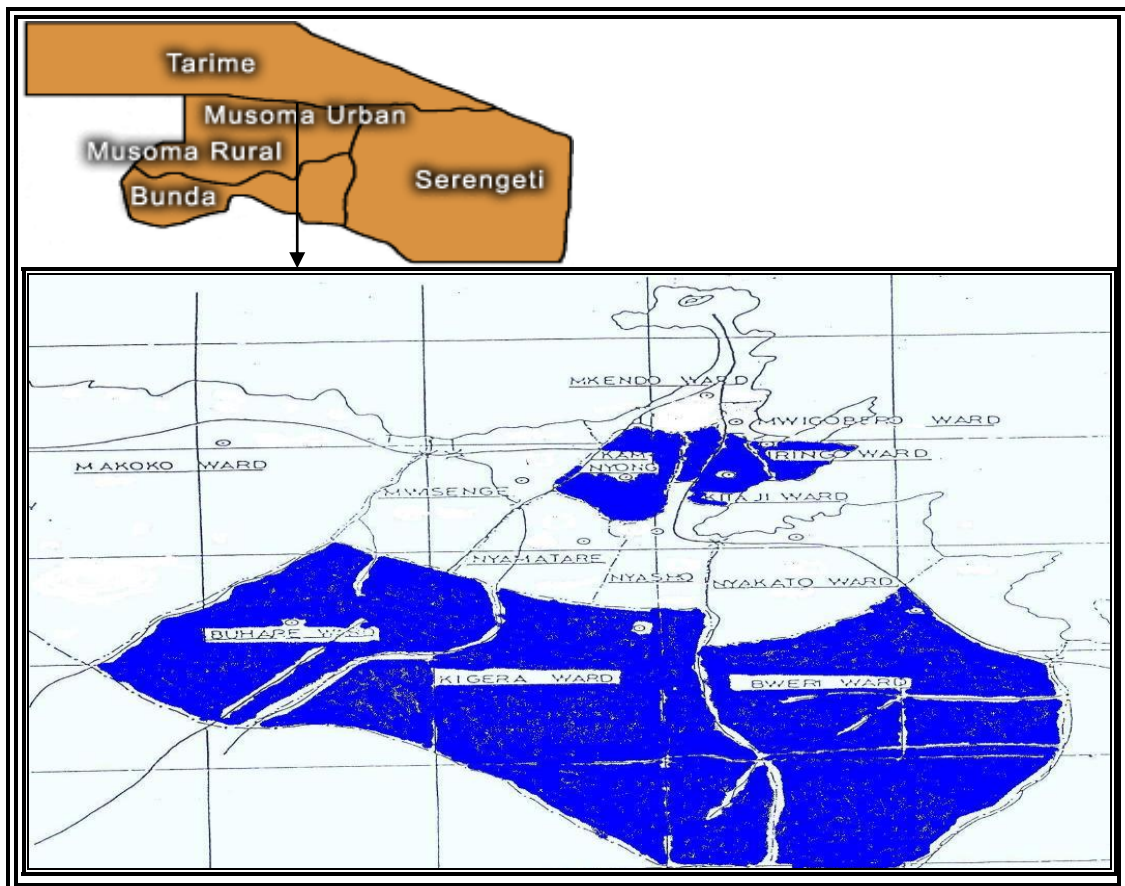
Figure 3.4: Map of Mara Region Showing Location of Musoma Municipality and its Administrative Wards

Source: Musoma Municipal land office (2013)

Key

■ - Wards in which the schools in the first phase survey are located

–··–··– Ward boundary

–·–·–·– Town boundaries

The municipality is led by a full council headed by a chairperson elected from among the councilors. The local Member of Parliament also attends council meetings. The chief executive is the municipal director who is assisted by 8 heads of departments namely: Education, health, (agriculture, livestock, trades and cooperatives), works and fire division, community development, town planning and economics, finance, and administration.

3.9 Field Survey

The field survey was conducted in two phases. The first phase involved 80 respondents from 20 public primary schools (one stream in each school) in Musoma Municipality, Misungwi District and four teachers' training college (Tarime, St. Alberto, Butimba, and Murutunguru). Phase one survey took place between February 2012 and May 2012. Before starting the survey; the researcher met the head teachers at the municipal and district education officers' offices through the assistance of the district education authorities. The aim of the meeting was to explain to them the nature and purpose of the study and seek their support in data collection. The head teachers were given the questionnaire for teachers and requested to guide them on how to answer the questions.

The visit was done in selected schools; the Musoma municipal, Misungwi District education offices, municipal and district School inspectors' offices, as well as to the four teachers' training colleges. The focus group discussion and interview involved 20 head teachers as well as education officers and school inspectors from Musoma Municipality and Misungwi District. In addition, the questionnaire was administered to all 80 Kiswahili teachers for Standard I to IV. Furthermore, six district and

municipal school inspectors as research assistants in cooperation with the researcher conducted the field observation in the classroom teaching. During phase one survey, the research assistants (district and municipal school inspectors) were recruited and trained by the researcher to assist in data collection—to conduct observation of the teaching in the classrooms. The researcher selected school inspectors to assist him in the observation because of their familiarity with assessing teachers in classroom teaching.

Phase two survey was done from September 2012 to January 2013. This was a follow up survey and collection of data on availability of textbooks and supplementary books. This is because, in phase one most of the teachers were not using textbooks since standard I usually s tart reading books in the second term. In addition to that, in this phase, we assessed the changes in ability to read which took place in standard one classes.

3.9.1   Data Processing, Analysis, and Presentation

3.9.2   Data Processing

Data processing is converting data into the information or converting information from one format to another. Data processing can be achieved through the following steps:

(i)   Editing–sorting relevant data from the irrelevant data so as to only keep relevant information.

(ii)   Coding – aligning the needed information into a particular system or theme in order to make it easy to comprehend which necessitates certain codes.

(iii) Data entry -after the decision has been made on a code, edited data is then entered into the software.

(iv) Validation – this is the second phase of 'cleaning' data in which thorough quality-check of data is done in order to ensure that the process has been done correctly.

(v) Tabulation – in this step data is tabulated in a systematic format ready for thorough analysis to be done.

In this study, all the data collected through questionnaire and field observation were coded, and entered into the Statistical Package for Social Sciences for windows version 16.0. The cleaning of data was processed by running frequencies of individual variables and analyzed. The cleaned data were exported into Microsoft word windows version 2003 software for analysis.

3.9.3 Data Analysis

Kothari (1993) posits that data analysis is a systematic process involving working with the data, organizing and breaking them into manageable units, synthesizing them, searching for patterns, discover what is important and what is to be learned and deciding what to tell others. In addition, data analysis involves organizing what observed, heard and read to make sense of the acquired knowledge (ibid). Therefore, in this study, the researcher categorized data, searched for patterns and interpreted the data collected in two categories namely qualitative data and quantitative data.

3.9.3.1 Qualitative Data

Qualitative data refers to all non-numeric data that have not been quantified and can be the product of all research strategies (Sounders, *et al.,* (2007). These data may range from a short list of responses to open ended questions to an in depth interview. In qualitative studies, data analysis should be done simultaneously with data collection to enable the researcher to focus, shape and reshape the study as he or she consistently reflects on the data, organizes them and tries to discover what the participants intended as he or she proceeds with the study(ibid). Therefore, in this study data analysis was an ongoing process. The analysis was done right from the beginning of the first data collected. It began in the fieldwork to post fieldwork phases. Sounders, *et al.* (2007) posits that there may be occasions when the researcher decides to quantify some of the qualitative data in the cases when he/she wish to count the frequencies of certain events or of particular reasons that have been given. The responses are numerically coded, and respondents requested to respond in numbers instead of words.

The numbers are given specific values in respect of the information to be generated and presented in frequencies. Therefore, the frequencies can then be displayed in using a table, or diagram and can usually be produced using specific computer statistical analysis software such as SPSS and then be exported to the word processor such as Microsoft word 2003 (*ibid*). According to Kahn (2011), the process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships. The quantitative researcher asks specific questions and collects numerical data from respondent.

3.9.3.2 Descriptive Statistics and Cross Tabulation Analysis

Following the fact that, this study was largely qualitative in nature, the researcher applied descriptive statistics whereby responses to all variables in the questionnaire by Kiswahili teachers in primary schools and scores in the assessment of the field observation variables were presented in frequencies of occurrences and percentages. Meanwhile data on methods teachers were taught and apply in teaching reading skills were also presented in frequencies of occurrences and percentages of the observed variables.

Furthermore, application of strategies, and steps of teaching reading skills, the teaching of components of reading skills, as well as the use of text books, supplementary books and other teaching reading materials were presented in tabulation form. Not only that but also the challenges teachers face in teaching reading skills, and other factors affecting pupils' acquisition of reading were presented. Later on the data were analyzed, interpreted, and discussed. The analysis of attitudes of the respondents on the various variables in the questionnaire the factors affecting the acquisition of reading and challenges they are facing in teaching pupils reading skills was also done through frequencies and cross tabulation. The statements were set to get the respondents' opinions through the following answers. All the responses in the questionnaire were assigned numerical values in numbers 1 to 4.

(i) "Yes" or No, in which "Yes" response indicated the positive attitude and "No" the negative attitude.

(ii) "Often" or "Not often", in which "Often" response indicated positive attitude and "Not often" negative attitude.

(iii) "True" or "False" in which "True" indicated positive attitude, and "false" negative attitude.

In all the above three categories of responses, the first response in each category was assigned the value of 1, and the second the value of 2.

(iv) "Strongly agree" (SA), "Agree" (A), "Disagree" (DA), and "Strongly disagree" (SD).

In this category, strongly agree was assigned the value of 1, agree was assigned the value of 2. Whereas, disagree was assigned the value of 3 and strongly disagree was assigned the value of 4. In this case one's postiveness or negativeness was indicated by his/her agreement or disagreement with the statement. For easier assessment, response of "strongly agree" and "disagree" were combined to indicate the agreement. Similarly "strongly disagree and disagree were also combined to indicate disagreement. The sum of the score weights in terms of values numerically assigned for each response developed attitude index.

On the other hand, the checklist of the observed teachers' performance in the class room were graded as "well done", "fairly done", "poorly done", and not done". These grades were assigned the numerical values weights of 1 for "well done", 2 for "fairly done", 3 for "poorly done", and 4 for "not done". For easier analysis, assessment scores for "well done" and "fairly done" were combined to indicate Good performance. Similarly, "poorly done and "not done" were also combined to indicate underperformance. The sum of the weight score in terms of values indicated the ability or disability of teachers in teaching reading skills. The data was later analyzed, interpreted and discussed. For the interview and focus group discussions,

the data were all audio-taped. Subsequently, the interviews were transcribed, coded and labelled accordingly, correcting grammatical errors and getting a sense of the totality of the data (Strauss, 1991: 87). Later on, categories were established and sorting out units of data using the research questions. Finally, analysis involved sorting and examining data under specific themes, i.e., the objectives of the study and research questions. Themes were described and analyzed in narrative form in the context of issues raised in the research questions and literature review. Later on the analysed data were discussed.

3.9.3.3 Documentary Analysis

According to Merriam (1988), data from the documents can be used in the same manner as data from interviews or observations (*ibid*). In addition, he explains that the data found in documents can furnish descriptive information, verify emerging hypotheses, advance new categories and hypotheses, offer historical understanding, and track change and developments (*op.cit*)".

Therefore, documentary analysis was chosen as another major technique of data analysis in this study. This method involved the use of the 2009 Kiswahili syllabus for grade IIIA teachers' training, the 2005 Kiswahili syllabus for primary schools, the text books for teaching reading at the grade Standard I to IV, the policy on the use of multibooks in primary schools, education evaluation reports for the PSLE and the standard IV national examination results from the district and the regional education offices of the two regions (Mara and Mwanza) as well as from Musoma Municipal and Misungwi District councils. Moreover, the researcher used the reports from the internet and news reports in the news papers in Tanzania. For

example "Mwananchi" newspaper of Tuesday has specific pages on education issues in Tanzania. Furthermore, few exercise books from some few pupils were reviewed to determine the way they answered comprehension questions in writing as well as to find out whether pupils who had no text books could encode what they were hearing from their teachers in the reading aloud lessons while they had no text books. The information gathered in these documents were used in developing the background of the problem, justification of the magnitude of the problem of the study and the effect of the problem to pupils who fail to acquire reading skills.

Furthermore, the information gathered in the syllabuses and the text books were used to verify the assertions of teachers on the variation between the contents in the textbooks, and the teachers' guides used in teaching reading skills in grade Standard I to IV. The information gathered using documentary review was analyzed and used to verify the validity of the information availed by teachers on some variables in the questionnaire as well as what was observed in the reading lessons, and making relevant recommendations.

3.9.3.4 Quantitative Data Analysis

Quantitative data were analyzed with statistical procedures using frequency distribution accompanied by the use of tables. Frequency distribution helped to determine how many times a certain variable had occurred. The frequency was then described to get the meaning the data analysed quantitatively were related to the book pupils' ratio and all qualitative data which were assigned the values numerically. These were the data obtained through questionnaire and observation in the classroom teaching.

3.10   Data Presentation

The frequencies and percentages of the data findings for different variables were presented in cross tabulations and ordinary tables. Some of the data were illustrated in maps for clear understanding. Concluding remarks, recommendations, and discussions were initially computed in frequencies and percentages as well as ordinary numerical figures.

3.11   Conclusion

This chapter discussed the research approach and methods used to collect data for the study objectives and research questions. Furthermore, processes followed in the selection of the sample, administration of the interviews and documents reviewed have been described. The chapter also discussed methods used to collect data namely, (i)**semi-structured and structured interviews (ii)focus group discussions,** (iii)**observation,** (iv)**questionnaires** and (v)**documentations.** Moreover, the chapter explained the areas of study, the sample and sample size, and how the field survey was conducted. The following chapter, presents findings, analysis and discussion of the findings of the study.

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSION

4.1   Introduction

This chapter presents data, analyses and discusses findings on factors affecting the acquisition of reading skills in Kiswahili in primary schools. The analyses are in line with the objectives and research questions. The results are based on the responses of the subject to whom the questionnaires and interviews were administered and on the focus group discussion, observation, and documentary reviews during the process of data collection. The data were analyzed according to procedure presented in chapter III. To answer research questions stated in chapter I, the data is compared and contrasted with research findings of the other studies as discussed in chapter II.

This chapter is divided into four major parts namely methods of teaching reading skills in Kiswahili in primary schools; applications of methods of teaching reading skills in Kiswahili in primary schools; other factors affecting the teaching of reading skills, and the **availability, accessibility and book pupil ratio of** textbooks, supplementary books, and reading materials in the teaching of reading skills in Kiswahili. The first part is further divided into three subsections namely: basic methods of teaching reading skills taught in Teachers' training colleges and used by teachers in teaching reading skills in primary schools in Tanzania, knowledge on teaching of dimensions and components of reading skills, and challenges teachers face in teaching reading skills in Kiswahili. The second part is also subdivided into two subsections namely: application of phonics, whole word, and interactive

methods in teaching reading skills in Kiswahili in primary schools, and teaching of the dimensions and components of reading skills. In addition, this part looks at the strategies and tasks used in teaching reading skills, the tasks administered in the reading class, and steps followed when teaching the two dimensions of reading skills in Kiswahili namely word decoding (recognition) and comprehension, and other factors affecting the teaching of reading skills in Kiswahili in primary schools.

Part three is explaining other factors which affect the teaching of reading skills in Kiswahili in primary schools in Tanzania. This part explains the views of municipal and district education officers, district school inspectors, and head teachers of both public and private primary schools on other factors affecting the teaching of reading skills in Kiswahili in primary schools. Part four examines the availability of textbooks, supplementary books, and reading materials for developing reading skills in Kiswahili. The findings are presented in frequencies and percentages, from the data analysis generated through Microsoft SPSS (Special Package for Social Scientists) version 16 computer soft ware for all quantitative data). On the other hand, the data obtained through interviews and focused group discussions are presented in narrative form. Tables have been used in most instances for the sake of understanding and simplifying data interpretation.

4.2 Methods of Teaching Reading Skills in Kiswahili in Primary Schools

4.2.1 Introduction

This part is concerned with the first research question on methods of teaching Kiswahili reading skills taught in teachers' training colleges (TTCs), and their application in the teaching of reading skills in Kiswahili in primary schools. This

part also examines knowledge and the teaching of dimensions and components of reading   and challenges facing teachers in applying the methods.

4.2.2   Methods of Teaching Reading Skills in Kiswahili Taught in the Teachers' Training Colleges

Mbunda (1974) mentions five methods of teaching reading skills namely alphabetical method, sound method, whole word method, syllabic method, and sentence method. However, other scholars (Kalanje, E.S., 2011; Pardede, 2011; Dole *et al.,* 1991) contend that the basic methods of teaching reading skills are bottom up (alphabetic) method, top down (whole word) method and interactive method (i.e. combination of bottom up and top down methods).

According to Wikipedia, the bottom up method of teaching reading skills is defined as the method of teaching which applies teaching students to read by sounding out letters of words (c.f.1.8.5). The teaching of reading through this method emphasizes the importance of reading each letter of a word correctly. In addition, Rose (2006), states that bottom up method applies hearing and saying sounds in words, linking sounds to letters, and naming and sounding the letters of the alphabets. Through bottom up method (i.e. alphabetic method), reading skills are taught by teaching all the letters of the alphabet starting with vowel sounds followed with consonant sounds and diagraph sounds (i.e. sounds formed of more than one letter) This is then followed by identifying and distinguishing the sounds (Mbunda, 1974).

According to Mbunda (1974), alphabetic method is good for teaching reading skills in Kiswahili because it makes it possible to formulate and develop the word as required, since pupils are taught how to develop each word (ibid). He further

comments that the method is the best in helping slow learners. However, he disapproves the method as being long and boring; hence it needs patience (op. cit). In this study we use the term "alphabetic" and "bottom up" methods of teaching reading skills interchangeably to mean the same method of teaching reading skills. Another method of teaching reading skill is the syllabic method (Mbunda: 1974). Through this method, pupils are taught how to form syllables from the letters or pick syllable cards and read them e.g. /ba/, /cha/, /da/ and so on. This method is commended to be the best one because it enhances development of pupils' ability in reading because pupils can read on their own without teachers' assistance (ibid). In addition, through this method, the pupils in the whole class are taught together instead of teaching individual pupils. Therefore, the use of this method serves time. Lastly, it helps pupils to be curious because they tend to form a number of syllables on their own at their own free time.

Despite all advantages of syllabic method, it is criticized because it is based on structure of the word rather than meaning. In addition, some pupils become slow in reading because they tend to read one syllable after another such as "a-me-to-ka" (he-has-left). Lastly, if a teacher does not teach step by step, pupils may not properly understand what is taught, which may cause groups of pupils with different standards of reading ability by the time they start reading books (ibid.).According to the teachers guide in teaching reading skills in primary schools, syllabic method is simultaneously used with alphabetic method (Abdullah and Salim, 2006). Through top down method (whole word method) (c.f.1.8.6) pupils are taught to read the whole word first before it is broken down into syllables (Kalanje, 2011, Pardede,

2011, Reeves, *et al.,* 2008). This method of teaching reading emphasizes the meaning and structure of words based on context (*ibid*). When people talk they use words as a whole, not as individual sounds. Therefore, whole word method suggests that it is logical to teach pupils to read whole words, not the individual sounds they are made of.

The teaching of reading skills through whole word method is done by telling pupils the name of an action, object or picture and show them the word for that action or object or e (picture (Mbunda, 1974). In so doing pupils associate the words and the objects or pictures. Teachers use this method in teaching reading by presenting a flash card with a word on it or to write the word on the chalkboard accompanied with its picture or real object. Then a teacher reads the word and asks the pupils to read it after him/her. Moreover, a teacher may ask pupils to pick syllable cards and put them together to form a Kiswahili word and ask them to read. The advantage of this method is that it enables pupils to remember words in association with the pictures. Despite its advantage, Mbunda (1974) lists six major weaknesses of the method as follows:

(i)   Some words or actions have no pictures; therefore it is difficult to teach all words through whole word method.

(ii)   Sometimes it is difficult to get the best words for all children in the whole country.

(iii)   Sometimes it is difficult to write in a proper order the required words for reading.

(iv)   Pupils rely on teachers' choice of words and pictures. Alternatively, pupils could be allowed to choose the words they are familiar with, which will not be consistent to all pupils from one location of school to another.

Another serious weakness of the whole word method is that is does not consider the different types of learners and that it assumes that all pupils have the same ability of understanding what they are taught at the same time. Therefore, in using this method, one has to observe these disadvantages in order to consider how to teach reading in a better way. The last method of teaching reading skills is sentence method (Mbunda, 1974). This method is similar to the whole word method since it is taught through the process of using whole word method. The difference between sentence method and whole word method is that the former uses phrases and sentences instead of single words. The teacher starts by showing a picture which is then followed by one or two short sentences that are read and taught. The advantage of using this method is that it teaches fluent reading, and punctuations, simultaneously. The weakness of this method is that if sentences are not well-selected pupils may encounter many problems. For example, pupils may not read sentences with new words. Moreover, the method demands many teaching materials for each pupil, such as picture cards, sentence and word cards. From what has been said above, it is obvious that no method can be used alone to successfully enable pupils to acquire reading skills. Mbunda (1974: 18-19) comments on this as follows:

> *"There is no one specific best method of teaching reading either for all the pupils or for all the times ------------------------ -----------. It is very difficult to teach reading skills by using only one method. In fact teaching reading and hence acquiring reading is an outcome of using various methods of teaching reading skills in combination."(Author's translation).*

In reference to the above quotation, an interactive method of teaching reading is recommended. In this approach, more than one method of teaching reading is used at

the same time in teaching reading skills. According to Khand (2004) interactive process of reading assumes that skills at all standards are interactively available to process and interpret the text. In their simplest forms such processing incorporates both top-down and bottom-up methods.

In this study, the following methods are discussed namely; alphabetic (bottom up), whole word (top down), and interactive method. Whereas the alphabetic (bottom up) method includes syllabic method, whole word method (top down) includes sentence method, and the interactive method is considered to be a combination of both methods. The researcher examined these methods of teaching reading skills at teachers' training colleges, and primary schools. The objective of examining the methods at the teachers' training colleges and primary schools is to find out whether these methods were taught by tutors at the teachers' training colleges and applied by teachers in teaching reading skills in Kiswahili in primary schools In Kiswahili, the sounds of alphabet are taught within the words (Mbunda, 1974).

In order to achieve this aim, first, the researcher administered questionnaire to 296 primary school Kiswahili teachers in 74 public schools and 32 teachers in 8 private primary schools in Misungwi District (41 schools with 164 teachers) and Musoma Municipality (33 schools with 132 teachers). In addition 10 tutors from four Teachers' Training Colleges who train primary school teachers were interviewed to enrich the findings. Moreover 10 district education officials (i.e. two district and municipal education officers, two district education statistics and logistic officers and six district schools inspectors) and 28 primary school head teachers were also interviewed. The total sample was thus 344.

4.2.2.1 Views of the Teachers on Methods of Teaching Reading Skills Taught in Teachers' Training Colleges and Applied in Primary Schools

(i) Standard I Teachers in Public Primary Schools

The questionnaire responses indicated that 54.1 % of all 74 teachers for standard I were taught alphabetic (bottom up) methods of teaching reading skills in the teachers' training colleges. However, only 71.6 % of the same teachers applied this method in teaching reading skills. Furthermore, although, only 9.4 % of those teachers were taught whole word (top down) method, 12.2 % of them applied the method in teaching reading skills. The findings further reveal that 25.7% of teachers for standard I were taught interactive method, but only 8.1% of them applied the method in teaching reading skills. The above stated findings are illustrated in Table 4.1.

According to the findings above, 54.1% of standard I teachers were taught the bottom up (alphabetic) method of teaching reading skills at the teachers' training colleges. The finding further shows that 71.6% of standard I teachers used bottom up (alphabetic) method in teaching reading skills. This shows that the teachers applied the method of teaching that they were taught during their teacher training. The use of alphabetic (bottom up) method mostly in teaching reading skills, by a majority of standard I teachers in the areas of study shows that teachers did not give standard I pupils enough reading activities that could enable them to acquire reading skills.

Table 4.1: Views of Standard I Teachers of Public Primary Schools on the Methods they were Taught in Teachers' Training Colleges and those they Applied in Teaching Reading Skills

S/No	Variables	S/No	Methods of Teaching Reading Skills	% of Teachers who Responded
1.	Method/s of teaching Kiswahili reading skills which teachers were taught in teachers' training colleges	1.	Top down method (Whole word method)	9.4%
		2.	Bottom up method (alphabetic)	54.1%
		3.	Interactive method (combination of top down and bottom up methods)	25.7%
		4.	None of the above	10.8%
			Total	**100%**
2.	Method/s of teaching Kiswahili reading skills which teachers applied in teaching reading in Kiswahili	1.	Top down method (Whole word method)	12.2%
		2.	Bottom up method (alphabetic)	71.6%
		3.	Interactive method (combination of top down and bottom up methods)	8.1%
		4.	None of the above	8.1%
			Total	**100%**

Source: Field survey 2011 and 2012

This is because they confined themselves with teaching activities used together with the alphabetic method such as segmenting, blending, songs, actions, sound games, story telling, associating letters and sounds, and associating words and objects, actions or pictures. This may explain why some standard I pupils did not perform well in reading in the area of study. According to the report by the District education officer for Misungwi district on pupils' reading performance in 2012, 31 % of all 3232 standard I pupils admitted in Misungwi District in 2012 could not read. Likewise, 14.0 % of all 2532 standard I pupils admitted in 2012 in Musoma Municipality could not read. This implies that 1344 (23.3%) out of 5764 pupils in standard I in 2012 in both districts could not read by the end of that year. These findings indicate that more than 50% of teachers for standard I pupils in the public primary schools did not use whole word and interactive methods in standard I.

According to Mbunda (1974) the use of only one method of teaching reading skills does not give an opportunity to some pupils to acquire reading, because it does not provide enough reading strategies which are necessary for one to acquire reading skills. The alphabetic method should have been applied together with whole word method. The recommended strategies for teaching reading through top down (whole word) method include, guided reading in small groups, peer reading or shared reading, reading aloud, chain reading, and matching.

For example, in teaching the names of letters of Kiswahili vowels through singing, a teacher could write the letters on the chalkboard and teach pupils through songs. In teaching the name of the letters "i" and "u" for example, the teacher could write the letters "i" and "u" on the blackboard and sing while pupils follow the way he/she sings as follows;

"Hii ndiyo i, iii, i. iko kama fimbo, iii, i x2"

(This is i, iii, i. it is like a walking stick, iii, ix2")

"Hii ndio u, uuu, u. iko kama kikombe, uuu, ux2"

(This is u, uuu, u. it is like a cup, uuu, ux2")

Unfortunately, more than 50% of teachers for standard I in the public primary schools did not apply these activities in teaching reading skills. As a result of this, some pupils in standard I may fail to identify and distinguish Kiswahili alphabets, and hence fail to acquire the intended reading skills at this grade. Therefore, teachers should properly use all strategies recommended primary school Kiswahili syllabus for standard I and the teachers' guide for teaching Kiswahili for the same grade. In so doing most of the pupils in this grade will acquire reading skills. This is because

if standard I pupil fails to acquire reading skill at this level, then, he/she will find it hard to master reading skills in standard II—since the latter skills are built on the earlier acquired reading skills in standard I. Moreover, pupils themselves suffer psychologically whenever they fail to read while others do.

(ii) Views of Standard I Teachers in Private Primary Schools

The findings show that only 12.5 % of all teachers for standard I were taught bottom up (alphabetic) method, yet none of them, i.e. 0% applied it. None of the teachers reported to have been taught top down method of teaching reading in the college, 25% of them used it in teaching reading skills. The findings revealed that 87.5% of the teachers indicated to have been taught interactive method, and 75% of them applied the method in teaching reading skills. The above stated findings are illustrated in Table 4.2.

Table 4.2: Views of Standard I Teachers of Private Primary Schools on the Methods they were Taught and used in Teaching Reading Skills

S/N	Variables	S/No	Methods of Teaching Readin	% of Responded
1	Basic Method/s of teaching Kiswahili reading skills which teachers were taught at Teachers' Training Colleges	1.	Top down (whole word method)	0%
		2.	Bottom up (alphabetic)	12.5%
		3.	Interactive method (combination of top down and bottom up methods)	87.5%
		4.	None of the above	0.O%
			Total	100%
2	Method/s of teaching Kiswahili reading skills which teachers use in teaching reading in Kiswahili	1.	Top down m (Whole word method)	25.0%
		2.	Bottom up method (alphabetic)	0.0%
		3.	Interactive method (combination of top down and bottom up methods)	75%
		4.	None of the above	0.0%
			Total	**100.0%**

Source: Field survey 2011 and 2012

Although the findings may suggest that many teachers were not taught alphabetic method and whole word method and did not apply them, the use of interactive method which is a combination of both alphabetic and whole word methods convince us that they were aware of the methods. Since they did not use each method singly, but both of them together they express the view of having been taught and applied interactive method more than the other two. Suffice to say that private school enroll pupils in standard I who have gone through pre school education where they are taught how to read.

Therefore pupils who are enrolled in these schools had acquired some reading skills such as phonological recognition of Kiswahili sounds (alphabets) as well as word recognition. The teacher in standard I reinforces what has been learnt and develops further their reading skills which is done better through the interactive method. In addition to that, most teachers in these schools attend in service courses for teaching reading skills at Montessori Teachers' Training Colleges. Hence they are acquainted with all strategies and steps of teaching reading skills. Furthermore, private primary schools have a variety and good number of materials for teaching reading skills. It is for these reasons most standard I pupils in these schools acquire reading skills of their level by the end of school year. District school inspectors' reports indicated that, most primary school teachers in public primary schools were ill trained in the teachers' training colleges. This is because some of them failed to apply the recommended methods, strategies and steps of teaching reading skills as required. They added that most public primary schools have a high shortage of reading materials for teaching reading skills which affects the teaching and acquisition of reading skills.

4.2.2.2 Views of Kiswahili Tutors at Teachers' Training Colleges

The researcher interviewed Kiswahili tutors in four different teachers' training colleges, namely: Butimba, and Murutunguru in Mwanza Region, as well as St. Alberto and Tarime in Mara Region. In this interview, the researcher wanted to know the methods of teaching reading skills in Kiswahili in primary schools which they (tutors) taught their student teachers. The findings from the focus group discussion indicate that tutors often taught their student teachers bottom up (alphabetic) method. The responses showed that the tutors were not well acquainted with the appropriate methods of teaching reading skills to standard I pupils and that their student teachers were not well trained to teach reading skills to standard I pupils.

The researcher further wanted to know whether the tutors were specialized in teaching reading skills to student teachers who would in turn teach primary school pupils. It was also realized that that none of them was specialized in teaching reading skills. Indeed, there was neither such specialization in teachers' training colleges nor in primary schools. Teaching reading skills requires special training and knowledge which college tutors and primary school teachers should have.

4.2.2.3 Views of School Inspectors, and Education Officers

School inspectors and education officers in Misungwi district and Musoma municipality were of the opinion that training of teachers in teachers' training colleges is not properly done, because teachers are not taught the appropriate methods, and strategies of teaching reading skills. They claimed that this is evident in many schools they inspected. According to the MoEVT (T (2005) teachers"

Guide for Kiswahili, teaching word decoding in standard I starts with teaching identification of five vowels of Kiswahili, followed by teaching blending of letters to form syllables, identification of Kiswahili diagraphs, Kiswahili capital letters, words and sentences. However, some teachers did not teach identification of diagraphs and instead taught the formation of words and construction of short sentences. The skipping of teaching digraphs causes some pupils fail to decode words formed with digraphs. This kind of teaching confuses some pupils such that they fail to follow and understand how to decode some words formed with diagraphs. For example, some pupils may omit "h" in reading the word "dhahabu" and read it as "dahabu", 'dharura' as "darura" and "dhehebu" as "dehebu".

It was also revealed by the education officers that from 2001, the training of teachers was oriented towards specialization. Three streams of specialization were introduced: (a) Stream A Kiswahili, science and social studies, (b) Stream B - Science, English, and working skills, and (c) Stream C- English, History and Mathematics. Student teachers in stream B and C were not taught methods of teaching reading skills. Although any primary school teacher may teach standard I pupils, teachers who were not taught the methods of teaching reading skills could not teach reading skills in Kiswahili properly. The education officers also reported that teachers were not properly trained to cope with changes which regularly took place in relation to methods of teaching in primary schools.

As a consequence, they failed to teach reading skills in Kiswahili effectively. For example, teaching word decoding in the old Kiswahili syllabus for primary schools required the teacher to start with identification of pictures, action, or object,

identification and associating a word with picture or object, breaking words into syllables, identification of the sounds of words taught, and forming new words and sentences (Mbunda, 1974). The new Kiswahili syllabus for primary schools requires teachers to teach word decoding in the following order: Teaching letters of the alphabets, forming syllables, teaching of diagraphs, identification of capital letters, words, and sentences (MoEVT, 2005, Mkinga, 2004). These changes require induction course for teachers who teach reading skills so that they get acquainted with new methods of teaching word decoding for standard I.

4.2.3 Summary

This research has revealed that most college tutors are not conversant with the appropriate methods of teaching reading skills. As a result of this, school teachers do not teach reading skills accordingly. They do not use the recommended methods of teaching nor follow the strategies and steps for teaching reading. This chain of events has a negative effect on the acquiring of reading skills to primary school pupils from standard I onwards. This situation is more pronounced in public primary schools than in the private primary schools. In the later, teachers attended in service training which equipped them with methods of teaching reading skills, hence performed better than their counterparts in the public primary schools.

It has also been revealed in this research by Kiswahili tutors that teachers' training colleges have no specialized tutors for teaching reading skills in Kiswahili to standard I primary school teachers. In the absence of tutors specialized in teaching reading skills, one could not therefore expect to have primary school teachers who are specialized to teach reading skills properly.

The district school inspectors confirmed that there was shortage of competent teachers for reading skills in the primary schools they visited. The findings are in line with observations by a number of scholars(Wedin,2004; Alcock's,2005; Kimaryo,2008; Ngorosho,2011).This is to say, in spite of attending teachers' training colleges, primary school teachers are not well equipped with knowledge, methodologies, strategies and steps for teaching reading skills to beginning readers.

The findings in the table above reveal that, 30.8% of all 3232 registered standard I pupils in Misungwi district in 2012 were not able to read by end of the year. Similarly 14% of all 2532 registered standard I pupils in Musoma municipality were not able to read by end of the year. This number of pupils completing standard I in one year without being able to read is too big to be ignored. This is a result of non-compliance of appropriate methods of teaching reading skills which has to be corrected if the nation does not want to create illiterate population.

Table 4.3: Summary Standard I to IV Pupils who were not Able to Read in Musoma Municipality and Misungwi District by the end of 2012

Standard	Pupils who were not able to read						Pupils who were able to read						Total Pupils Registered	
	District/Municipal				Grand Total	Total %	District/Municipal				Grand Total	Grand Total %	Total # of pupils who were registered in 2012	% of total # of pupils who were registered in 2012
	Misungwi		Musoma				Misungwi		Musoma					
	District Summary	%	Municipal summary	%			District summary	%	Municipal summary	%				
I	994	30.8	350	14.0	1344	23.3	2238	69.2	2182	86.0	4420	76.7	5764	27.4
II	773	25.1	312	12.0	1085	19.1	2308	74.9	2286	88.0	4594	80.9	5679	27.0
III	669	25.0	283	12.8	952	19.6	1981	75.0	1922	87.2	3903	80.4	4855	23.0
IV	500	20.0	180	8.1	680	14.3	2029	80.0	2050	91.9	4079	85.7	4759	22.6
TOTAL	**2936**	**25.6**	**1125**	**12.0**	**4061**	**19.3**	**8556**	**74.4**	**8440**	**88.0**	**16996**	**80.7**	**21057**	**100.0**

Source: Misungwi district D.E.Os office and Musoma municipality school Inspectors' offices (2013)

**4.3 Knowledge of Teachers on the Dimensions and Components of Reading
    Skills**

This subsection   presents the findings related to the examination of the   knowledge
of teachers on components and dimensions of reading skills which are necessary to
the reading lesson to pupils in the elementary standards of primary schools. In this
section we also explore and explain the way teachers teach them. The dimensions
and components of reading skills which teachers are obliged to teach in the reading
lessons include oral language and vocabulary, phonological and phonemic
awareness, word recognition, comprehension, and fluency (Pang *et al.,* 2003;
N'Namdi, 2005; Roses, 2006; EACEA, 2011). In this study, the researcher focused
only to the components which are necessary for teaching reading skills for standard I
in Kiswahili. This is because it is at this grade where the teaching of reading for
beginning readers takes place.

Therefore in this section the components selected are phonological and phonemic
awareness, oral language and vocabularies, and fluency. The researcher has not dealt
with comprehension component because one cannot comprehend a text without
knowing how to identify letters of the sounds, words, phrases, and sentences. These
components are relevant to pupils of higher levels. In this study, the researcher
wanted to know whether teachers who teach reading skills in Kiswahili in primary
schools know and teach the three reading components.

4.3.1   Basic Components in Teaching Reading Skills

These components of reading skills have been described in the literature review of
this study (cf. 2.2.4). However, for the purpose of this section, we briefly describe
these components.

4.3.1.1 Oral Language and Vocabulary

Oral language includes both speaking and listening. For children to read they must speak and understand the word first. Classroom strategies which help to promote oral language in standard I include; reading aloud, story telling, daily words, tongue twister games, synonym and antonym games, and practice of affixes.

Whereas "daily words" are referred to as new words introduced to pupils and providing their definitions and use in sentences, tongue twister games are games that apply the repetition of tongue twisting. For example, tongue twister game is illustrated by the following sentence in dholuo: *"Juma ne odhi ng'iewo **khaki** **kakionge** to oyudo **ka khaki** onge ka **kionge"**(*literal translation**-** "Juma ali**k**wenda **k**ununua "**K**ha**k**i" **k**wa "**K**ionge" lakini ha**kuku**ta "**k**ha**k**i" **k**wa "**k**ionge") which means that"***Juma went to buy a "khaki" cloth at the place called "Kakionge" but he did not get it there"*** (Author's translation)***.*** Also, in Kiswahili "*kale kakuku ka*n*gu keupe **kako kwako kaka***"(literal translation –"That small white hen of mine is with you brother") which means that " Brother, my small chicken is at your place" (Author's translation). The focus in these tongue twister games are the pronunciation of letter **"K"** accurately.

In citing Snow, *et al.* (1998), Nyman (2009:9) defines oral language as "the complex system that relates sounds to meanings, made up of four components namely, phonological awareness, semantics, syntax and pragmatics". Whereas phonological awareness is referred to as the general ability to attend to the sounds of language as distinct from its meaning such as ability of understanding and combining the smallest units of sound or phonemes, the semantic component of oral language

refers to a child's ability to combine letters to form syllables and words with specific meaning. For example, "**ma**" (inflection for the plural form with phonemes **/m +a/)** + **"ua"** (the root of the word flower formulated with phonemes**/u+a/**) that make up the word [maua](flowers) and means more than one flower.

The syntax component of oral language applies the ability to combine words into sentences (ibid). However, at standard I children use their knowledge of Kiswahili syntax to recognize syllables and words and read them. All three components of language work together as children develop the skills necessary to learn to read (*op. cit*). Teaching reading to standard I pupils requires teachers to engage pupils in story telling and the other oral language strategies. This study investigated whether teachers know this component and if they taught it during the teaching of reading skills in Kiswahili.

4.3.1.2 Phonological and Phonemic Awareness (PPA)

According to EACEA (2011) phonological awareness is 'the ability to detect and manipulate the sound segments of spoken words. Pang, et al., (2003:9) defines phonological awareness as the ability to attend to the sound of language distinct from its meaning. That is to say, the ability to "hear" the sounds of the letters, distinguish one sound from another, and appreciate those sounds blend them together to make a word. Phonemic awareness, means an understanding of the smallest units of sound (EACEA, 2011). Phonemic awareness is a component of phonological awareness. According to Nyman (2009), there is connection between poorly developed phonological awareness and the inability to beginning readers to acquire reading skills.

He argues that successful training in phonological awareness has led to marked differences in achievement during a child's acquisition of reading. Phonological awareness helps children to discover the predictable relationship between written and spoken sounds. If teachers fail to teach phonological and phonemic awareness properly, pupils also fail to acquire reading skills. Kalanje (2011) comments that teaching phonological and phonemic awareness is very useful for teaching reading in Kiswahili since most Kiswahili words are regular in spelling.

4.3.2 Findings on the Knowledge of Teachers on Dimensions and Components of Reading Skills

With reference to the three components in section 4.2.3.1 above, the researcher administered questionnaires to Kiswahili teachers of standard I in public primary schools in Musoma Municipality, and Misungwi District.

(i) Standard I Teachers in Public Primary Schools

Research findings shows that 47.3% of standard I teachers knew and taught phonological and phonemic awareness component of the reading skill, while 52.7% of them did not teach phonological and phonemic awareness. Moreover, 62.2% of the same teachers did not teach oral language and vocabularies. The findings tally with what the researcher observed: whereby, 54. % of the teachers did not teach phonological and phonemic awareness. Table 4.4 summarizes the findings on teachers' knowledge and application of reading skills knowledge in classroom.

The findings in this study have shows that more than 50% did not teach this component (as in Table 4.4). From this finding, failure to teach phonological and

phonemic awareness to standard I explains failure of the pupils to acquire reading

skills in the end of standard I.

Table 4.4: Knowledge and Application of Reading Skills Teaching Techniques by Teachers of Standard in Public Schools

S/No.	Variables	Standard I Teachers in public primary schools		
	Teachers' knowledge and application of the components of reading skills	Yes	No	Total
1.	Phonemic and phonological awareness	47.3%(35)	52.7%(39)	100.0%(74)
2.	Oral language and vocabulary	37.8%(28)	62.2%(46)	100.0%(74)

Source: Field survey (2012)

(ii) Standard I Teachers in Private Primary Schools

Many standard I teachers from private primary schools 75% taught phonological and

phonemic awareness as well as oral language and vocabulary. Table 4.5 illustrates

the above results.

Table 4.5: The Teaching of Components of Reading Skills by Teachers of Standard in Private Schools

S/N	Variables	Standard I Teachers in Private Primary Schools		
	Teachers who knew and taught the following components of reading skills	Yes	No	Total
1.	(i) Phonological and phonemic awareness	75%	25%	100%
2.	(ii) Oral language and vocabularies	75.0%	25.0%	100.0%

Source: Field survey (2012)

In the class observation conducted, 75% of the teachers of standard I exhibited all

strategies required. The observation results indicated that 87.5% taught pupils

through songs to reinforce pupils' memory of letters they spelt. A similar percentage taught the pupils as well as to segment words into letters and syllables, while 75% taught pupils to associate letters with sounds, and 100% assessed pupils' ability in word decoding. The proper uses of these strategies facilitate most pupils in private primary schools to acquire reading skills at standard I than in public primary school counterparts.

4.3.3 Discussion

(a)The Teaching of Phonological and Phonemic Awareness (PPA)

The teaching of phonological and phonemic awareness, in Kiswahili as a necessary component of reading at standard I is usually done through various activities and strategies. However, this study revealed that most teachers (52.7%) in public schools did not teach phonological and phonemic awareness while 47.3% taught this component. Similarly, 62.2% of the teachers did not teach oral language and vocabulary in standard I. Teachers who taught oral language and vocabulary were 37.8% only. The Kiswahili Tutors' interview responses indicated that Kiswahili syllabus for grade A teachers does not incorporate phonology, hence teachers miss skills on Kiswahili phonology that they need to apply in the field. Therefore, the teachers fail to teach word decoding properly, hence some pupils complete standard I without acquiring reading skills.

In this study, observed that some teachers of reading in the public primary schools did not teach phonological and phonemic awareness, and even those who teach it do not do it properly. This trend has in turn contributed to pupils' failure to acquire reading skills in public primary schools. It has been argued by some scholars that

phonological and phonemic awareness is very important to pupils learning to read because it enables them to recognize words as articulated by Harrison (1998):

> -------*A vital part of the process of learning to read applies developing the ability to work out and recognize previously unrecognized words. In order to do this, the child needs a number of abilities. Phonological and phonemic awareness are the ones of the most important of these abilities. It does not apply print; it is about recognizing, segmenting and manipulating sounds. For example, a person needs to have phonological awareness in order to identify which of these words does not rhyme: 'cat', 'bat', 'leg (p.5).*

In observing the teaching of phonological and phonemic awareness in this study, many teachers in public primary schools were found teaching without performing the necessary activities for the teaching of this component. The researcher observed on the teaching of segmentation of words into syllables, blending letters, associating letters with sounds, and using songs to reinforce pupils' memory of letters they spell. The teachers simply   showed letters written on the blackboard, read them loudly to students and asked them to do the same. This was done several times so that the pupils could associate the letters and the sounds they presented. As we have already said, they ignored guidelines in the teachers' Kiswahili Guide book 1 for teaching reading skills at standard I (Mkinga, 2006). Since the foundation of reading is based on identification and recognition of letters of the alphabet there is need to train specific teachers for teaching reading skills for the beginning readers in primary schools in order to alleviate this problem.

(b)   Oral Language and Vocabulary Teaching

According to the research findings which are summarized in table 4.5 above, 68.2% of the standard I teachers in public schools do not teach vocabularies. A majority of them teach the words which are familiar to pupils' background knowledge. Only

37.8 % of all standard I teachers in public schools teach oral language and vocabularies. On the other hand, 75% of standard I teachers in private schools teach oral language and vocabularies. They use various pictures, and some few objects which are new to students to introduce new words to pupils. Development of vocabularies and regular oral practice of the new words they learn formally when they read enhances pupils' ability in acquiring reading skills. Reader Response Theory states that students do not try to figure out the author's meaning as they read; instead, they negotiate or create a meaning that makes sense based on the words they are reading and on their own background knowledge (Peterson, 2003).

Studies have shown that children learn approximately 8 to 10 words a day (*ibid*). As children learn a word, they move from a general understanding of the meaning of the word to a better developed understanding, and they learn these words through reading, not by copying definitions from a dictionary (*op. cit*). Peterson has further suggested the importance of implementing a comprehensive vocabulary development from the early years of schooling (*op. cit*). Effective techniques that directly involve pupils in constructing meaning include those using their personal experience to develop vocabulary in the classroom. Therefore, at standard I teachers should facilitate pupils to learn the meanings of words through the activities and strategies namely, story telling, teaching new words   and concepts of specific subject vocabularies taught in schools, comparison and opposite of words (such as synonyms and antonyms), demonstration of various actions, and through keeping glossaries/ inventory of words in pupils workbooks. Unfortunately in observing reading lessons in Kiswahili classes, the researcher found some teachers in remote

areas of Misungwi teaching vocabulary by translating them in local languages. Teachers should have thorough theoretical and practical understanding of how to address oral language and vocabulary needs for standard I pupils in order to enable them acquire necessary reading skills at this grade as a base for their future learning of other subjects.

In respect of the above findings and discussions, one can conclude that the majority of Kiswahili teachers of standard I in public primary schools did not know and did not teach the components of reading skills. Consequently, some pupils in these schools did not get a good foundation on reading skills. Studies in other countries insist on the teaching of the components in the early reading stages in order to enable pupils to acquire reading skills. (Reeves et al., 2008; Passos, 2009;)Therefore it is suggested standard I teachers in the public primary schools should teach the components of reading skills as required to enable them to acquire necessary reading skills.

4.3.4 Observation of Application of Methods of Teaching Reading Skills in Kiswahili in a Classroom

4.3.4.1 Introduction

According to EACEA (2011), there are four basic components of reading skills that have been shown to be most effective in the early stages of reading development. These components are: phonemic and phonological awareness, oral language and vocabulary, fluent reading and comprehension. These components are said to be the most effective in the early stage in pupils' reading acquisition (*ibid*). The components are taught at different grades in the process of teaching reading skills (Rose, J. 2006; Reeves *at al.,* 2008; EACEA, 2011,).

This part addresses research objective number II, which sought to observe and explain how knowledgeable are Kiswahili teachers of standard I to IV in teaching primary school pupils these four basic components of reading skills. The part is divided in two sections namely;

 (i)   Application of Top down, Bottom up, and Interactive method

 (ii)   Teaching of the dimensions and components of reading skills

Each section is divided in four subsections in relation to the above mentioned components of reading skills as follows;

(a)   The teaching of phonological and phonemic awareness.

(b)   The teaching of oral language and vocabularies.

(c)   The teaching of fluent reading.

(d)   The teaching of comprehension.

(e)   Availability of textbooks, supplementary books and reading materials

Each subsection is divided into four parts of standard I, II, III and IV for both public and private primary schools.

4.3.4.2 The Findings on Application of Methods of Teaching Reading Skills During a Classroom Observation

In this subsection, the researcher explains the strategies performed by teachers during the teaching of reading components mentioned above (c.f.4.3.0) in the classroom.

4.3.4.2.1 The Teaching of Phonological and Phonemic Awareness (PPA)

Phonological awareness is the ability to "hear" the sounds of the letters, distinguish one sound from another, and appreciate those sounds blend together to make a word (Pang, *et al.,* 2003). In this study, observation was used to find out strategies for teaching phonological and phonemic awareness in standard I.

(i)   Associating words and objects or pictures

(ii)   Application of songs by teachers in reinforcing pupils' memory letters they spell

(iii)   Segmenting words to letters and sentences into words

(iv)   Associating letters and their sounds

(v)   Combining letters (blending)

4.3.4.2.2 Teaching of Phonological and Phonemic Awareness in the Public Schools

The findings of the observation indicated that only 25.7% taught pupils to associate words with objects and 74.3% of the standard I teachers did not teach pupils to associate words and objects. In addition to that, less than half of them (45.9%) taught pupils to split words into syllables and letters, and 54.1 % of them did not teach to segment words to letters, and syllables.

Meanwhile, 64.8% teachers did not teach pupils to associate letters with sounds as well as to combine letters to form syllables and words. Moreover, 77 % did not use songs to reinforce pupils' memory of letters they spell. Not only that but also 64.8% of all standard I teachers did not use storytelling to teach vocabulary directly or indirectly. Table 4.6 illustrates the above stated findings.

Table 4.6: The Teaching of Phonological and Phonemic Awareness – for Standard I Pupils in the Public and Private Schools

S/No.	Variables	Values					
		Public schools			Private schools		
		Done	Not done	Total	Done	Not done	Total
		No. &%.	No. &%.	No. &%.	No. &%.	No. &%.	No. &%.
1.	Provision of opportunities to associate words with objects/ pictures	25.7%(19)	74.3%(55)	100%(74)	71.4%(5)	28.6%(2)	100%(7)
2	Provision of opportunities to pupils to blend letters	35.2% (26)	64.8 %(48)	100%(74)	61.5%(5)	37.5%(2)	100%(8)
3	Provision of opportunities to pupils to associate sounds with letters	25.7%(19)	74.3%(55)	100%(74)	100%(8)	0%(0)	100%(8)
4	Provision of opportunities to pupils to segment words	45.9%(34)	54.1 %(40)	100%(74)	87.5%	12.5%(1)	100%(8)
5	Use of songs to reinforce pupils' memory of letters they spell	23.0%(17)	77.0 %(57)	100%(74)	87.5%	12.5%(1)	100%(8)
6	Direct/indirect teaching of vocabulary through story telling	35.2%(26)	64.8%(48)	100%(74)	87.5%	12.5%(1)	100%(8)

Source: Field survey (2012)

The findings suggest that most teachers of standard I did not apply many strategies in teaching phonological and phonemic awareness as well as word decoding. Some teachers claimed that some pupils are slow learners, and that shortage of reading materials like alphabet charts, alphabet plastic models and overcrowding of pupils in the classrooms is a major factor that hinder them from teaching reading effectively. These claims are not valid because some of these strategies like singing to reinforce pupils' memory of letters pupils spell, as well as segmenting letters did not involve

any cost. Their failure to involve these necessary strategies may have affected their pupils' abilities to identify and pronounce sounds; and to read some words and short sentences by the end of the teaching of standard I.

4.3.4.2.3 Teaching Phonological and Phonemic Awareness in Private Primary Schools

The study involved eight teachers, 6 from Musoma Municipality and 2 from Misungwi District. According to the findings, 87.5% of all teachers of standard I in these schools engaged pupils in songs to reinforce pupils' memory of letters, syllables and words they learnt, and 100% taught pupils to associate letters with sound as shown in Table 4.6 above. However, only 71.4% taught pupils to associate words and objects or pictures and 61.5% taught standard I pupils to join letters to form syllables and words (blending). These last two strategies were taught by few teachers probably because they were largely done in pre school classes.

4.3.4.2.4 Discussion

Observation of teaching reading skills for standard I, in public schools showed that 74.3% of the teachers did not teach pupils to associate words with objects, and 54.1% of them did not teach pupils to segment words into letters, and syllables. This finding validates information derived from teachers through questionnaire (see table 4.4-), in which, many of the teachers (52.7 %) did not know and teach phonological and phonemic awareness. On the other hand, the findings showed that 75%% of the teachers for the same grade in private schools taught phonological and phonemic awareness (see Table 4.5) and 71.4% taught pupils to associate words with objects/pictures (Table 4.6). These findings suggest that pupils in private schools

benefited more in reading lessons, hence acquired reading skills more than those in the public primary schools as confirmed by the data in appendix 7 (see serial numbers 23, 32, 47, 46, 50, 56, 57). Therefore, teachers' failure to use these required strategies properly is a contributing factor for pupils' failure to acquire reading skills in the public primary schools. Contrary to the situation in the public primary schools, standard I teachers in private primary schools taught phonological and phonemic awareness to pupils admitted in standard I without having attended pre primary school classes. Moreover, the number of pupils in one class in most private schools is between twenty and thirty five in each stream. This enables teacher to attend each pupil depending on the difficulties he/she faces.

4.3.4.3 The Teaching of Oral Language and Vocabularies

The teaching of vocabularies begins in Standard I, but serious teaching of vocabularies is done in standard II, when the reading of short stories in books is done (Abdullah and Salim, 2006:46). Therefore, in this study, the researcher observed the teaching of oral language and vocabularies in standard I and II, while the teaching of vocabularies only was observed in standard III and IV.

(i) Standard I Teachers in Public Primary Schools

The researcher observed the teaching of oral language and vocabulary through story telling, and teaching pupils new vocabularies through collection of new words. The findings revealed that 64.9% teachers of standard I, did not teach their pupils oral language and vocabularies through direct story telling, and 82.4% of them did not teach the pupils to collect vocabulary and develop glossaries. In addition to that, 74.3% of the same teachers did not teach standard I pupils oral language and

vocabularies by comparing words such as synonyms and antonyms. Table 4.7 illustrates the above stated findings.

Table 4.7: The Teaching of Oral Language and Vocabulary to Standard I, and II in the Public Primary Schools

S/N	Variables	Grades Which Teachers Taught In Public Schools					
		Values					
		Standard I,			Standard II		
		Done	Not done	Total	Done	Not done	Total
		No. &%.	No. &%.	No. &%.	No. &%.	No. &%.	No. &%.
1	Facilitation of pupils to develop new terms of subject specific vocabularies	*	*	*	51.4% (38)	48.6% (36)	100% (74)
2	y Direct/indirect teaching of vocabulary through story telling	35.1% (26)	64.9% (48)	100% (74)	43.8% (32)	56.2% (42)	100% (74)
3	Teachers facilitate pupils to collect vocabularies and develop glossaries	17.6% (13)	82.4%(61)	100% (74)	29.7%(22)	70.3% (52)	100% (74)
4	Facilitation of pupils to develop specific new concepts/vocabularies	*	*	*	43.2%(32)	56.8% (42)	100% (74)
5	Teaching vocabularies by comparing words (e,g synonyms, and antonyms)	25.7%(19)	74.3%(55)	100% (74)	29.8% (22)	70.2% (52)	100% (74)
	Total average	**36.2%(19)**	**73.8%(55)**	**100%(74)**	**(9.6%(29)**	**60.4% (45)**	100% (74)

Source: Field survey 2012

Key---* =not applicable (was no tested because it is not applicable to that grade).

These findings imply that a majority (73.8%) of standard I teachers did not teach pupils of that grade oral language and vocabularies. These results confirm the findings we presented in section 4.3.2. (i) (C.f. Table 4.4) of this study which

indicated that 62.2% of standard I teachers did not know the component of oral language and vocabularies. The primary school Kiswahili syllabus for the new curriculum (MoEVT, 2005) clearly shows that the oral language and simple vocabularies should be taught at the beginning of standard I. Similarly, chapter 1 to 10 of the standard I Kiswahili teachers' Guide for teaching Kiswahili in primary schools (Salim and Abdullah, 2006) show the way teachers should teach oral language and vocabulary. Unfortunately this was not done in many schools visited, partly because of shortage of books and hence had nothing to read. Very few teachers in schools like Mbela primary school, and Mwembeni B primary school taught the component successfully. If teachers had involved pupils in story telling and teach them new words within the story told by   either pupils or teachers themselves, and subjected pupils to identify and decode the letters in the words taught, they could develop the ability to decode word.

Given the fact that the teaching of oral language and vocabulary is very crucial for acquisition of reading skills, failure to do so had a bearing on the pupils' failure to understand, and interpret the words subjected to them. Consequently, the pupils fail to acquire reading skills. Tasks testing phonological awareness in young children have been administered in numerous studies (*op. cit.*).

(ii)   Standard II Teachers in Public Primary Schools

According to the primary school Kiswahili syllabus, oral language and vocabularies, include naming of things, introducing people, commanding and receiving commands, explaining events, and explaining the quality of things. Kiswahili teachers guide book for standard II provides oral language and vocabulary to be

taught (Salim and Abdullah, 2006). Each topic has specific vocabularies required to be taught. The observation was undertaken in standard II reading lessons to find out whether the teaching of oral language and vocabulary related topics in this grade were taught according to reading strategies as stipulated in the current reading theories (Howie, *et al.,* 2008). The strategies include; teaching pupils to develop glossaries from vocabularies, teaching vocabulary directly or indirectly through story telling, and teaching vocabulary through comparisons, as illustrated in Table 4.8.

Observations in a number of classrooms found that only 51.4 % of teachers taught subject specific vocabularies, and it was the only activity most of the teachers performed. Teachers taught these vocabularies through listing a number of new words related to one specific subject from one subject to another such as in arithmetic (e.g. actions for numbers like division, and multiplication). Example of general and subject specific vocabularies developed during the observations included trees, stones, and animals. However, in 70.3 % of all 74 classes for this grade, teachers did not teach pupils to develop new concepts or vocabularies through keeping pupils' workbooks in keeping inventory of new words to the development of concepts or vocabularies.

(ii) Standard I Teachers in Private Primary Schools

The findings in private primary schools indicate that 100% of standard I teachers taught pupils oral language and vocabularies through direct story telling. However, 62.5 % of the same teachers did not teach pupils to develop glossaries by compiling vocabulary and write them in the in pupils' workbooks. In the visit to these schools,

the researcher found out that most teachers involved pupils in developing the glossaries. For example, one teacher at ACT Mara primary school was found with a well developed wall word chart made of manila card with words of various semantic fields found in the location of the school. The word like "furniture" for example had the following field members (chair, desk, bench, table, and bed), food (fish, vegetables, tea, porridge etc), fruits (banana, orange, guava, watermelon, mangoes).

The words were arranged in a tree diagram such that some members of the semantic field had other members. For example, vegetables, under the food, had also members including tomatoes, cabbage, beans, onions and pepper. Apart from listing a group of words and defining them, this creativity enabled pupils to find out the other words which belong to a given semantic field, hence developed their ability in identifying meanings of words in relation to their use instead of explaining and defining the words. Therefore, although there are prescribed vocabularies in the Kiswahili syllabus for primary schools as well as the teachers' guide books, teachers in private schools go beyond the prescribed guidelines and create other strategies to apply in teaching vocabularies, hence pupils acquire reading skills more than those in the public schools.

(iii) Standard II Teachers in Private Primary Schools

The findings revealed that 100% of teachers of standard II taught pupils oral language and vocabularies through story telling. The findings further indicated that 87.5% of the teachers taught pupils to develop glossaries from vocabularies they compiled from their independent reading. The importance of oral language development is emphasized by Nyman, (2009) when he observed that oral language

development is considered a key indicator of a child's reading ability. The development of oral language for most children is a natural process, heavily influenced by home literacy and preschool experiences (*ibid*). With regard to the foregoing, teachers continue to teach oral language and vocabularies in standard II in private primary school classes although the teaching of these skills is done mostly in preschool classes. This enables pupils to develop more vocabularies and strengthen their ability in self-reading practices with confidence because they usually understand the meaning of what they read. Peterson, (2008) asserts those researchers' estimate children to have a vocabulary of 5,000 words by the time they enter school, and they continue to acquire 3,000 to 4,000 words each year during the elementary grades. However, teachers in private schools continue to teach oral language and vocabulary at standard II because they learn more vocabularies as they read. As a result of this a majority of pupils in the private schools acquire reading skills when they complete standard II.

4.3.4.4 Discussion

Vocabulary development and word recognition have long been recognized as crucial to successful bottom-up decoding skills (Pang, *et al.,* 2003). Many studies show that there are close relationship between oral language and vocabulary, and early reading ability and that good readers have good vocabulary knowledge (ibid). However, according to the findings of this study, majority of standard I to II teachers in the public primary schools do not teach pupils oral language and vocabularies in Kiswahili. The reasons given by teachers for not teaching the vocabularies was that most vocabularies found in the syllabus did not correspond with those found in the textbooks they used for teaching reading in their reading lessons, hence they did not

teach them in the sequence of teaching reading lesson but sometimes taught them at a separate lesson to avoid confusion in the text pupils expect to read. On the other hand, almost all teachers in private primary schools in the area of study taught oral language through the strategies which were recommended in this study. Pupils cannot manage to read Kiswahili scripts fluently if they are not familiar with the meaning of words they read. In addition, if Kiswahili text contains too many difficult words, no strategy (top down or bottom up) can make such a text accessible to the reader. Following the foregoing it is obvious that, failure to teach oral language and vocabulary to standard I and II by the majority Kiswahili teachers in public primary schools, has by and large contributed to pupils' failure by some pupils to acquire fluent reading skills in Kiswahili. The case in point is a pupil at Misungwi Private Primary School who could not decode the word "kumi" (ten) in Kiswahili but managed to decode it in English when asked to do so.

In order to enhance the ability of pupils in reading acquisition, teachers of standard I to II should adhere to the recommended activities for teaching oral language and vocabularies. If teachers teach reading skills but pupils fail to understand (decode) the meaning of what they read even if they recognize the words, the logic of reading will not exist. Given that the data presented above reveal that majority of teachers do not apply the recommended strategies in teaching this component, it is apparent that there is very little teaching of oral language and vocabularies taking place in the respective areas of study, hence pupils' failure to acquire reading skills in Kiswahili.

4.3.5.0 The Teaching of Fluency Reading

The recommended approaches for teaching fluent reading in standard III and above include, repeated reading and paired reading, voluntary reading, reading aloud practices in chorus, reading aloud practices individually, reading through isolated words for beginning readers (Pang, *et al.,* 2003; Iwahori, 2008; EACEA, 2011). From these recommendations the researcher and his assistant observed the teaching of fluent reading in standard III and IV in order to find out the methods and strategies applied by teachers in practice.

(i)   Standard III Teachers in Public Primary Schools

The findings indicate that only 23.0% of 74 teachers of standard III taught pupils fluent reading skills, through paired reading assignments, 44.6% of the teachers taught pupils to develop fluency reading through voluntary reading approach. In addition, 59.5 % of the 74 teachers of standard III taught pupils fluent reading through reading aloud practices in chorus and 60.8% taught them through reading aloud practices individually. According to these results, the number of teachers who taught the skills through reading aloud practices exceeded those who taught the skills through other approaches. This is because in many schools a book shared between 5 and 20 pupils and sometimes a book is shared by 72 pupils. In extreme cases only the teacher has a book which he /she reads and the pupils simply listen to him/ her or say after the teacher in chorus. Only, 23.0 % of standard III teachers developed fluent reading through paired reading. From these findings, it is obvious that more than 50% of all 74 teachers did not teach pupils fluent reading through paired reading assignment.

For example, 72 pupils in standard III at Mwalogwabagole Primary School had only one book which they (the pupils) had to read aloud after the teacher. At Igenge Primary School, only two pupils in a class of 54 read aloud while the other pupils followed in chorus. In addition to that, two pupils in another class of 51 in the same school read loudly while the other pupils followed in chorus. A teacher at Mshikamano B Primary school in Musoma had a big class which could not allow him to involve each pupil fully in reading aloud individually. At Nyarigamba "A" primary school in Musoma, a teacher had only one book which he read to pupils who said after him in chorus and later answered the questions.

The above findings revealed that the teaching of fluency reading is not properly done in standard III. This is because teachers did not consider two dimensions of reading skills namely word recognition, and comprehension when they were teaching fluency reading skills. Studies reveal that fluency reading is important because it is closely related to comprehension (EACEA, 2011). Therefore without fluency reading, one may have difficulties in comprehending what is read (ibid). The failure of teachers to apply the recommended activities in teaching pupils properly to develop reading fluency is one of the reasons for failure of some pupils to acquire reading skills. Hence teachers in public schools should teach it properly in order to enable pupils to acquire reading skills properly.

(ii) Standard IV Teachers in Public Primary Schools

The findings indicate that 19.0 % of all teachers of standard IV taught pupils to develop fluent reading skills through paired reading assignments, and 74.4 % taught them through voluntary reading approach. Moreover, 72.9% of teachers of standard

IV taught pupils fluent reading skills through reading in chorus, and 31% teachers taught them through reading aloud practices individually. According to these results, the number of teachers who taught the skills through reading aloud practices in chorus exceeded that of teachers who taught it through other strategies. This was evident in schools where 5 to 10 pupils shared one book. As a result of this, pupils only read a book in chorus after the teacher. Some individual pupils very poorly read because some of them read one word after another very slowly without connecting words in a text. It was very difficult to get the meaning of a sentence by listening to them when they read.

One standard IV Kiswahili teacher at Mabuki Primary School in Misungwi District said that his pupils could not read properly because only two textbooks which were present in his class were shared by 56 pupils. In the classroom observation by the researcher, at Nyakato B primary school in Musoma Municipality, three pupils only read orally in a   class of 133 pupils. Only six pupils in that class had reading textbooks. A teacher for standard IV at Sanjo Primary School in Misungwi District said that his pupils never used pupils' Kiswahili text books for two years in a reading lesson because she had only one book that she read orally for them to follow. At one point, the teacher passed over the book to one of the pupils to read, while all pupils listen and follow in chorus without any book. The teacher listened too and followed silently without a book. As a result of this, she could not correct any mistake made by a pupil who read loudly or pupils who followed in chorus. The findings further suggest that despite the use of strategies recommended in teaching reading fluency, that teaching was unsuccessful because pupils had no textbooks to read. This is because the accessibility of textbooks to be read by pupils is one of the

determining factors for proper and successful teaching of fluent reading in order to enable pupils to acquire and enhance their reading skills. Therefore, teachers should ensure that they teach fluent reading properly in order to enable pupils to comprehend the text they read.

(iii) Standard III Teachers in Private Primary Schools

Contrary to the findings in the public schools, the findings in private primary schools indicated that 87.4% of teachers of standard III taught pupils fluent reading skills, through the paired reading assignments, as well as through voluntary reading strategies. In addition, 100% of standard III teachers taught pupils fluent reading skills through reading aloud practices in chorus as well as through reading aloud individually. The proper teaching of fluent reading skills in the private schools enhanced and sustained pupils' ability in reading.

However, some few teachers (13.6%) did not apply paired reading assignment strategies in the teaching of fluency reading skills. In discussing with them on the reason for not using those strategies, one teacher at Bahkita Private Primary School said that given the fact that each pupil had a text book, he did not see the reason for using that strategy. Instead, he preferred pupils to develop the spirit of self-reliance. That is to say, his aim was to encourage pupils to work alone in the classroom and work together outside the class in the supplementary reading session. The teacher claimed that paired work strategy in the class encourages laziness among the pupils. Suffice to say that private school enroll pupils in the successive grade who have passed the minimum set standard at each grade where they are thoroughly taught how to read. Therefore pupils who are enrolled in standard III in these schools had

acquired some basic reading skills such as phonological recognition of Kiswahili sounds (alphabets) as well as word recognition and to some extent comprehension reading skills in the previous grades of standard I and II. The teachers in standard III reinforces what has been learnt and develops further their fluent reading skills which is done better through paired reading assignments and individual voluntary reading aloud assignments. In addition to that, most teachers in these schools attend in service courses for teaching reading skills. Hence they are acquainted with all strategies and steps of teaching reading skills. Furthermore, private primary schools have a good number text books for each pupil to read .Hence every pupil get an opportunity to practice fluent reading both in class and outside the class silently and orally. It is for these reasons most standard III pupils in these schools acquired fluent reading skills by the end of school year.

(iv)   Standard IV Teachers in Private Primary Schools

In teaching fluent reading skills, 87.5% of all teachers of standard IV were found teaching pupils to develop fluent reading skills through paired reading assignments, and reading aloud practices individually. On the other hand, 100% of the same teachers taught them through voluntary reading, and reading aloud in chorus.   A teacher at Paroma primary school read a text while pupils were following silently for ten minutes and then asked pupils to read aloud in chorus while he was listening for 10 minutes also. Then he asked individual pupils to read one paragraph aloud one after another. In each reading, the teacher interrupted and corrected a pupil whenever a word or sentence was wrongly pronounced in the process of reading. All pupils in this class read fluently. Each pupil's accessibility to a text book, and a reasonable number of pupils (between 14-45 pupils) in the class in these schools

provided the opportunity to teachers of standard IV to effectively teach all pupils fluent reading skills and handle individual pupils' problems of reading fluently. For example, Paroma Private Primary School had 14 pupils in standard IV class, Misungwi English Medium Primary School in had 15 pupils while Amani Private School had 45 pupils in a class. (see appendix 7). With manageable number of pupils in most classrooms in private primary schools, teachers managed to ask each pupil to read orally while his fellows and teachers themselves listened to each sound pronounced by the pupil while reading. In so doing, teachers corrected each letter and word which was wrongly pronounced. The findings revealed that the majority (more than 50%) of all teachers in private schools taught pupils' fluent reading through the recommended strategies by scholars (Iwahori, 2008; Abisamra, 2007; Hoover and Gough, 1990; Reeves et al, 2008) for teaching fluent reading.

4.3.5.1 Discussion

More than 60% of teachers of standard III and IV in public primary schools did not teach fluent reading skills in Kiswahili as required, while more than 80% of teachers in the private schools taught reading skills using the recommended strategies. Teaching fluent reading without using those strategies by some teachers in public primary schools caused their failure to teach it effectively in those schools. Since fluent reading is one of the skills necessary for comprehending a text, failure to teach it effectively has caused some pupils' failure to acquire the fluent reading skills. These results are supported by the findings of study by UWEZO (2010) on pupils' ability in reading skills in Tanzania which revealed that a large number of pupils in the lower grades in primary school in Tanzania could not read fluently in Kiswahili.

Given the fact that standard III and IV are the grades where the foundation of fluent reading skills is built, and other components of reading skills such as word recognition and oral language and vocabularies are enhanced, teachers' failure to teach fluent reading at these grades in the public primary schools leads to failure of pupils to sustain the reading skills they acquired in the previous grades. According to the findings in this study, failure of teachers to teach fluent reading skills in the public primary schools had been caused by lack of adequate knowledge of strategies and steps of teaching these skills and shortage of textbooks for a majority of pupils. Hence some pupils in those schools failed to acquire and sustained the fluent reading skills.

On the other hand, the findings revealed that in private primary schools teachers successfully taught fluent reading skills because they are well acquainted with knowledge of strategies and steps of teaching fluent reading skills. In addition to that, every pupil had the textbook to read which enabled the teachers to use the recommended strategies for teaching fluent reading skills effectively. Hence a majority of pupils in private primary schools acquired the fluent reading skills effectively and sustained the other components of reading skills they acquired in the previous grades. Therefore teachers in public primary schools should be acquainted with knowledge of strategies and steps of teaching fluent reading skills in order to teach the fluent reading skills effectively. Moreover, schools should be supplied enough Kiswahili textbooks for every pupil.

4.3.6.0. The Teaching of Comprehension Reading Skills

The main purpose of reading any written text is to comprehend the information carried in it. In order for pupils to be successful in schools it is very important for them to comprehend what they read (EACEA, 2011). Children must understand the context of the words in individual sentences and also understand multiple concepts when reading longer passages (*ibid*). At the lower grades of primary school, (particularly standard I,) pupils are taught how to identify the meaning of words, as well as meaning of short sentences and short stories they read as they go on gaining the skills of reading at word recognition standard. The most effective strategies for teaching comprehension reading skills in primary schools according to EACEA (2011) are as follows:

(i)   cooperative learning, where pupils learn to read together and discuss what they read together

(ii)   question and answer strategy, where readers answer questions posed by the teacher and receive immediate feedback;

(iii)   story structure, where pupils learn to use the structure of the story as a means of helping them recall story content and answer question about what they have read

(iv)   extra linguistic devices like showing and explaining what is meant by pictures or illustrations, diagrams, and tables

(v)   retelling what they have read.

This part presents the result of the observation done by the researcher and his assistants on how the strategies were applied in teaching. According to the new Kiswahili syllabus for primary schools (MoEVT, 2005:24), and the teachers' guide

for Kiswahili Book 1(Abdulla, and Salim, 2006:43) reading comprehension lesson begins in standard I, when pupils begin to read the books in the second term.

(i) **Standard I Teachers in Public Primary Schools**

Very few activities were performed by standard I teachers in teaching comprehension lesson in the schools visited. Three strategies which were used by teachers who were teaching reading skills in standard I were: asking and answering questions, use of extra linguistic devices like showing and explaining pictures, illustrations, diagrams, and tables, to pupils and pupils telling what they understand through extra linguistic devices they see and retelling what they had read in the text. The findings show that 66.2% of the teachers in standard I taught comprehension reading skills through asking and answering questions and 14.9% of the same teachers taught pupils to develop comprehension reading skills through extra linguistic devices like pictures, illustrations, diagrams, and tables. In addition to that 23.0 % of the teachers in standard I taught pupils to develop comprehension reading skills through retelling what they had read in the text. The above findings are illustrated in table 4.8(a).

Table 4.8(a): The Teaching of Comprehension Reading Skills to Standard I Standard I in the Public Primary Schools

S/N	Variables	"grades" which teachers taught in public schools					
		values					
		Standard I			Standard II		
		Done	Not done	Total	Done	Not done	Total
		No. &%.	No. &%.	No. &%.	No. &%..	No. &%.	No. &%.
1	Teachers teach through asking and answering questions	66.2%(49)	33.8%(25)	100%(74)	90.6%(67)	9.4%(7)	100%(74)
2	Teachers teach through extra linguistic devices	15.0%(11)	85.0%(64)	100%(74)	43.2%(32)	56.8%(44)	100%(74)
3	Teachers teach through asking pupil to retell what they have read,	23.0%(17)	77.0%(57)	100%(74)	27.0%(20)	73.0%(54)	100%(74)

Source: Field survey (2012)

According to the Kiswahili syllabus for primary schools in Tanzania (MoEVT, 2005), the strategies for teaching standard pupils are: to lead pupils in reading aloud the passage, ask pupils questions and guide them to answer them orally and in writing. The teacher then marks the questions answered. Teachers in the public primary schools taught the lesson through the guidelines given by these guidelines.

The above findings show that many teachers did not employ most of the reading strategies except asking and answering question strategies. The use of only one strategy (asking and answering questions) by the majority of teachers in teaching comprehension reading skills in standard l had negative impact to the pupils. One can conclude that one reading activity in teaching comprehension reading skills in standard can not help pupils to acquire reading skills. This is because, the ability of

pupils to understand what is taught in class vary from one pupil to another depending on their background knowledge. For example, some pupils have conducive reading environment and early exposure to the printed word while at home even before their admission to schools, but others get exposed to prints for the first time when they go to school. Teachers should therefore use different strategies in order to help all the pupils acquire reading skills.

(ii) Standard II Teachers in Public Primary Schools

The findings for standard II indicated that 90.6% of the teachers taught comprehension reading skills through asking and answering questions, while 43.2% taught comprehension reading skills through extra linguistic devices like pictures, illustrations, diagrams and tables. In addition, 27.1 % of the same teachers taught comprehension reading skills through retelling what has been read. Table 4.8b below illustrates the findings stated above.

Table 4.8(b): The Teaching of Comprehension Reading Skills – For Standard II in the Private Primary Schools

S/N	Variables	Grades" which teachers taught in public schools					
		Values					
		Standard I			Standard II		
		Done	Not done	Total	Done	Not done	Total
		No. &%.	No. &%.	No. &%.	No. &%..	No. &%.	No. &%.
1.	Teachers teach through asking and answering questions	66.2%(49)	33.8%(25)	100%(74)	90.6%(67)	9.4%(7)	100%(74)
2.	Teachers teach through extra linguistic devices	15.0%(11)	85.0%(64)	100%(74)	43.2%(32)	56.8%(44)	100%(74)
3.	**Teachers teach through asking pupil to retell what they have read,**	**23.0 %(17)**	**77.0%(57)**	**100%(74)**	**27.0%(20)**	**73.0%(54)**	**100%(74)**

Source: Field survey (2012)

According to the Kiswahili syllabus for primary schools in Tanzania (MoEVT, 2005), standard II teachers are supposed to do the following activities; to guide pupils to read aloud a passage, ask pupils questions, and answer them orally and in writing. In observing a comprehension reading lesson at Mangula primary school in Misungwi District, it was noted that comprehension reading was taught only through asking pupils questions and answers without asking them to read aloud before silent reading. The teacher did not use the strategies of pupils to retell what they had read. Neither he taught the lesson through extra linguistic devices. The teacher introduced the lesson by asking questions to revise the previous lesson on vocabularies. Then she provided only 20 minutes for pupils to read in groups of 10 with two textbooks in each group. Later on she asked each pupil to answer the comprehension questions in writing and collect the exercise books for marking.

This teaching of comprehension lesson did not follow the stages of teaching reading comprehension as required. First, the only strategy used was silent reading and answering the questions. There was no any reading that took place because one book was shared by seven pupils and only two to three read. Moreover the other two strategies namely, teaching through extra linguistic devices, and asking pupils to retell what they had read was not employed. When the researcher asked the teacher to explain the reason for not performing the other two strategies, she said that the time could not allow her to perform both activities. Moreover, she had no other teaching materials such as pictures and diagrams. In addition, most of pupils in her class feel shy to talk, therefore if she asks each of them to tell what they had read, she could waste time. Another teacher of Bweri primary school in Musoma Municipality taught comprehension reading lesson to a class of 100 pupils through

question and answers, and asking pupils to retell what they had read. He started by explaining briefly on the story. He told the pupils that story was about "Usafiri" (traveling) and then asked them to read in chorus for 15 minutes. Then five pupils were asked to read aloud. Lastly, pupils were asked to answer the questions in writing. There was no any evidence of all pupils participating in the comprehension reading skills lesson, and acquiring any reading skills because the marking of questions answered were not done instantly and see the outcome.

In addition to that some pupils had no textbooks in the class and others were not interested to follow when a few were reading aloud. The findings further suggest that despite of performing activities recommended in teaching reading fluency, the accessibility of text books and pupils' readiness to study is very crucial in reading lesson achievement (N'Namdi, 2005). The above findings imply that some pupils who were taught through one strategy only failed to acquire the reading comprehension skills. It has been noted that the reading achievement for standard II pupils whom the comprehension reading skills were introduced was very low. One can conclude that the use of only one strategy in teaching comprehension reading skills in standard II is one of the causes for pupils' failure to acquire reading skills.

Another implication from the above findings is that although the number and percentage of the teachers of standard II who use only one strategy in teaching comprehension has increased, the number of pupils who completed that grade in 2012 in the area of study without acquiring reading ability has decreased from 1344 to 1085 (see Table 4.3). The finding imply that the ability of pupils to enhance reading ability increases as they continue staying in school and grow up both

chronologically and mentally. One solution for pupils' failure in reading acquisition in primary schools is the government to review the school age for admission of pupils in standard I. The period for compulsory pre-school education could be increased to three years to enable pupils to grow up enough so that they get the readiness for learning at primary school.

(iii) Standard I Teachers in Private Primary Schools

The findings indicate that 71.4%(5) of all standard I teachers taught pupils to develop comprehension reading skills through extra linguistic devices like pictures or illustrations, diagrams, and puzzles —pupils were asked to describe a picture or object shown to them, or one given a puzzle to fill. However, 57.1%(4) of all teachers for this grade taught comprehension reading skills through asking and answering questions and 85.7%(6) through retelling what they had read in the text.Table4.9 below illustrates the above mentioned findings.

Table 4.9: The Teaching of Comprehension Reading Skills – for Standard I in the Private Primary Schools

S/N	Variables	"Grades" Which Teachers Taught In Public Primary Schools					
		Values					
		Standard I			Standard II		
		Done	Not done	Total	Done	Not done	Total
		No. &%.	No. &%.	No. &%.	No. &%.	No. &%.	No. &%.
1.	Teachers teach through asking and answering questions	57.1%(4)	42.9%(3)	**100%(7)**	55.6%(5)	44.4% (4)	**100%(9)**
2.	Teachers teach through extra linguistic devices	71.4%(5)	28.6%(2)	**100%(7)**	55.6%(5)	44.4%(94)	**100%(9)**
3.	Teachers teach through asking pupil to retell what they have read,	85.7%(6)	14.3%(1)	**100%(7)**	88.9%(8)	11.1%(1)	**100%(9)**

Source: Field survey (2012)

The percentage of teachers who used the recommended activities for teaching comprehension reading skills in private schools is higher than those in the public schools. These teachers indicated that they use both strategies as stated in the teachers guide for teaching comprehension lesson in Kiswahili at standard I. According to Teachers guide for teaching Kiswahili in standard I, the comprehension lesson begins in chapter 34 in which the aim of the lesson is to enable pupils to read silently and answer comprehension questions (Abdullah and Sallim, 2006). Teachers are instructed to follow all steps of silent reading for teaching comprehension reading skills.

In observing the teaching of reading comprehension lesson at ACT Mara primary school in Musoma Municipality, a teacher started the lesson by asking them comprehension questions on the text they read in the previous Kiswahili lesson for five minutes. He gave pupils twenty five minutes of reading silently in groups of two pupils sitting together in one desk. The teacher then asked pupils to tell the class loudly what they have read one after another. Then he guided them to answer the questions orally individually followed by answering in writing. After that he marked pupils' exercise books instantly in the classroom and did the corrections on the questions with pupils in the class by asking them to write the correct answers in their exercise books. This lesson lasted for sixty minutes. In teaching the passage on "mazoezi ya viungo"(physical exercises) at Busagara English medium primary school in Misungwi District, the teacher started the reading comprehension lesson in a class of 28 pupils by asking them to stand up and sit down four times while singing the song. The song was " *Simama kaa, simama kaa, ruka ruka ruka simama kaa x 4(literally- stand up, sit down, stand up, sit down, hop, hop, hop,sit down x4).*

Then she showed them the pictures of football players who were playing in the football ground and the group of people who were running in the running way on the wall chart. She asked pupils to tell what they see in the picture and mention what was happening. Pupils answered in chorus and individually. Then she told pupils that those are some few physical exercises.

Since the exercises are so many she asked them to do the exercise of standing up and sitting down which they did. Later on she asked pupils to look at the picture in the book and tell what they see and understand. Pupils answered the questions orally individually. The teacher asked pupils to read the passage on "Mazoezi ya viungo" (physical exercises), and answer the questions in the book in writing. The teacher marked pupils' exercise books in the classroom before the end of the lesson and did corrections with pupils before the end of the lesson by writing all the correct answers on the blackboard. Lastly, she asked pupils to copy all the correct answers in their exercise books. All pupils in this class managed to read well and answered the questions correctly.(See appendix 7 in this study). Factors which contributed to the success of this lesson include, the manageable number of pupils (28) in the classroom, pupils' access to textbooks as each pupil had the text book, and other reading teaching materials (charts of pictures of football players and people who were running in the running way). In addition, the teacher was creative to use song which motivated pupils to stand up and sit down while singing. Furthermore, there was enough time for the lesson as it was conducted in the class of double period of 30 minutes each. Application of all the three reading comprehension strategies namely, asking and answering questions, extra linguistic devices, asking pupil to retell what they had read, and using other reading materials and actions, are among

the factors which effectively helped pupils to master reading comprehension skills in the private schools. This shows that there is close relationship between the use of the three strategies mentioned in teaching reading comprehension skills by the majority of standard I teachers and the mastery of those skills. The use of these strategies by the majority standard I teachers is one of the factors which enable most of these pupils to develop the ability in reading acquisition in private primary schools.

(iv)   Standard II Teachers in Private Primary Schools

The findings indicate that 55.6% of all standard II teachers taught comprehension reading skills through asking and answering questions and extra linguistic devices like showing and explaining pictures/ illustrations, diagrams, and puzzles. Nevertheless, 88.9% of all the teachers taught these pupils reading comprehension lesson through asking pupils to retell what they had read in the text. Table 4.9 show the observation results indicated above. In the classroom observation conducted by the researcher at Immanuel Private Primary School in Musoma Municipality, the researcher saw a teacher starting the lesson by revising the previous lesson by asking questions to test what they had read for five minutes. She gave pupils twenty five minutes to read silently in groups of three pupils sitting together in one desk. The teacher then asked pupils to tell the class what they have read one after another. Then she guided them to answer the questions orally individually followed by answering them in writing. After pupils had answered the questions, she marked pupils' exercise books instantly in the classroom. Then she did the corrections on the few questions with pupils in the class and asked them to write the correct answers in their exercise books. This lesson lasted for sixty minutes. In this lesson, almost all

the pupils in the class answered the question correctly. This result shows that a majority of pupils mastered comprehension lesson properly.

At St. John Bosco Private Primary School, a reading comprehension lesson was on the passage namely 'Nyoka na Jongoo" (a snake and a millipede). The teacher spent time to find out students' background knowledge on the reading. She asked what students knew about snake and millipede. The amount of background knowledge that pupils had on the topic varied because not all pupils in the urban areas are familiar with snakes and millipedes. However, about 10 pupils rose up their hands and explained their experience on the snake. One pupil said that his aunt was once bitten by a snake and was treated by the traditional healer. Another pupil gave a story about snakes used by some Sukuma traditional dancers in their dances. Very few pupils talked about the millipede. One of them said that it is a small creature which is very polite and moves like a train. The teacher read aloud two first paragraphs of the passage while pupils followed silently.

Then she assigned pupils to answer the questions in their textbooks in writing. After pupils had answered the questions, she marked pupils' exercise books instantly in the classroom. Then she did the corrections on the questions with pupils in the class and asked them to write the correct answers in their exercise books. Similar to lesson taught in standard I, this lesson also lasted for sixty minutes. The majority pupils answered the questions correctly. The success in answering questions correctly suggests that majority pupils mastered comprehension reading properly.

(v) Standard III Teachers in Public Primary Schools

At standard III and IV, pupils are reading more extended text than those which are read by standard I and II pupils. These texts are in two groups namely narrative and expository texts (Yambi, 2010). A narrative text is a text which accounts of past events, either real or fictional. It is a text with stories that can be either fictional, such as a fantasy story, or no fictional, such as a historical narrative. A narrative text which tells real incidents, must have a clearly defined setting, teachers often use narratives to teach students story elements, such as plot and character (Robert, 2013). On the other hand, an expository text is the text which gives information about a specific topic. It is not storytelling, but a straightforward discussion of a topic, such as population increase in a country, the reasons behind it and its effects (*ibid*). Standard III Kiswahili textbooks are categorized as narrative texts. The authors of narrative texts intend to communicate important lessons learned during the story, such as the importance of knowing how to swim when one is about to be drowned, and not just recount past events.

In order for standard III teacher to achieve the objectives of the comprehension lesson, she /he is required to ask pupils to perform more reading strategies than those employed by standard I and II teachers. The reading strategies recommended by scholars include: silent reading, responding to comprehension questions from the text and, retelling the text (Yambi, 2010:62). Other strategies include, meaning clarification, i.e., summarizing what pupils had read, using text to support their answers, and narrating story structure (EACEA, 2011). In conducting an observation in a classroom, the researcher observed the teaching of comprehension at standard III in which the following strategies were in operation: responding to comprehension

questions from the text (asking and answering questions), retelling a text or a story which they had read, meaning clarification, summarizing what they had read, using text to support their answers, and narrating story structure (EACEA, 2011). These strategies are performed in one lesson at least by all standard III teachers.

In the classroom observation, the findings indicated that 64.8% of standard III teachers taught comprehension reading skills through asking and answering questions orally and in writing. In addition to that 24.4 % of 74 teachers of standard III taught pupils to develop comprehension reading skills through retelling what they had read in the text. Furthermore 16.3% of the same teachers taught to develop comprehension reading skills through extra linguistic devices like showing and explaining about pictures, diagrams, and tables. The findings further indicated that 35.2% of all teachers taught pupils through meaning clarification, while 28.4% taught pupils to summarize what they had read, and 36.5% taught pupils to use text to support their answers.

Finally, 25.7% taught to comprehend the text through narrating story structure (See Table 4.10). These results show that most teachers of standard III (64.8%) used one strategy only namely asking and answering questions. The researcher found a standard III teacher teaching comprehension reading lesson at Mwalogwabagole Public Primary School in a double period of 80 minutes only through two strategies namely asking and answering questions and narrating story structure.

Table 4.10: The Teaching of Comprehension Reading Skills – For Standard III and IV in the Public Primary Schools

S/N	Variables	Grades Which Teachers Taught in Private Primary Schools					
		Values					
		Standard III			Standard IV		
		Done	Not done	Total	Done	Not done	Total
		No. &%.	No. &%.	No. &%.	No. &%..	No. &%.	No. &%.
1	Teachers teach comprehension reading skills through asking and answering questions	64.8%(48)	35.2%(26)	**100%(74)**	91.9%(68)	8.1%(6)	100%(74)
2	Teachers teach comprehension reading skills through extra linguistic devices	16.3%(12)	83.7%(62)	100%(74)	43.3%(32)	56.7%(42)	100%(74)
3	Teachers teach through comprehension reading skills through asking pupil to retell what they had read,	24.4 %(18)	75.6%(56)	100%(74)	9.5 %(7)	90.5%(67)	100%(74)
4	Teachers teach through comprehension reading skills identifying the theme/main idea in the passage	25.7%(19)	74.3%(55)	100%(74)	32.5%(24)	67.5%(50)	100%(74)
5	Teachers teach comprehension reading skills through using text to support their statement	36.5%(27)	63.5%(47)	100%(74)	40.6%,(31)	59.4%(43)	100%(74)
6	Teachers teach comprehension reading skills meaning clarification	35.2%(26)	74.3%(48)	100%(74)	56.7%(42)	543.3%(32)	100%(74)
7	Teachers teach comprehension reading skills through story structure	25.7%(19)	74.3%(55)	100%(74)	13.5%(10)	86.5%(64)	100%(74)
8	Teachers teach comprehension reading skills through summarizing	28.4%(21)	71.6%(53)	100%(74)	33.8 %(25)	66.2%(49)	100%(74)

Source: Field survey (2012)

The teacher began a lesson by introducing a story on –Mwenge wa Uhuru (the uhuru Torch) (Masoud, J., 2007). Then he narrated the story structure by explaining the plot of the story and the characters, but he did not explain the setting, characters,

plot and the theme of the story. Then he read the story loudly while pupils listen silently. The classes had only five textbooks which were to be shared by 72 pupils of that class. This means that at any given moment only five pupils could read while 67 would simply listen. Therefore, majority of pupils were following silently what the teacher was reading, but just listening to the teacher. Then, the teacher asked pupils to answer comprehension questions in the text book in writing and collect their exercise books for marking.

The approach of teaching comprehension lesson for standard III pupils used by the teacher did not provide an opportunity for pupils to demonstrate their ability in any of reading skills be it reading fluency, recognizing words and sentences in the story, or comprehension. The teacher could neither know whether pupils followed him when he was reading nor make any follow up of pupils who answered the comprehension questions. Moreover, the teacher did not provide an opportunity to pupils to ask the questions on what they did not understand in the lesson. In addition to that despite the provision of enough time (80 minutes), the teacher did not perform other strategies like meaning clarification, for some words and sentence structures which were difficult to pupils. According to the instruction for teaching this lesson in teachers guide for teaching Kiswahili in standard III, the teaching of this reading lesson was not properly done. Other strategies which could have been done included: asking questions and directing pupils to use text to support their answers, and retelling the story they had read in the text. These strategies were important because they enable pupils to identify the main character's goal and problem to be solved in the story as well as main ideas in the text. Pupils could get

something to learn from the story if they had identified the theme of the text and acquired the reading comprehension skills through the story. Since the teacher for standard III at Mwalogwabagole primary school did not apply all the necessary activities for teaching reading comprehension, majority of pupils at that school could not acquire the reading skill.

Moreover, since the majority of the teachers of standard III (64.8%) used only question and answers when teaching comprehension reading skills, some pupils in the public schools could not read. The majority of them (70.0%) who could not read were in Misungwi District, in contrast to 30% in Musoma Municipality.

(vi) Standard IV Teachers in Public Primary Schools

Research findings obtained from classroom observation on the teaching of comprehension reading skills revealed that 91.9% of 74 teachers of standard IV taught pupils comprehension reading skills through asking and answering questions. Most of the teachers did not perform other teaching strategies in teaching these skills at this grade. For example 9.5 % of the same teachers taught standard IV pupils comprehension reading skills through retelling what they had read, 26.7% of the same teachers taught them to develop the comprehension reading skills through meaning clarification and 33.8 % of the same teachers taught through summarizing what they had read. Although 40.6%, of all 74 teachers of standard IV taught them through using text to support their statement, only 13,5% taught them through narrating story structure (See Table 4.11). According to these results, question and answer is the strategy most teachers use in teaching comprehension reading skills. However, using it without including other strategies was not enough to enable pupils

to acquire the ability in comprehension reading kills fully. Since other strategies were not fully performed in the teaching of comprehension lesson, some pupils who were not able to answer the questions in this lesson did not get an opportunity to acquire the skills through other strategies. For example, the researcher found a teacher for standard IV teaching the reading comprehension lesson at Sanjo Public Primary School in Misungwi District in a double period of 80 minutes only through asking and answering questions strategies and through retelling what they have read. The teacher began a lesson by introducing the story on "*Juhudi katika ajira za watoto*"– (Efforts on the child labour- chapter 5) (Isaya, 2008) but he did not explain the setting, characters, plot and the theme of the story. Then he asked two pupils in the class to read the story loudly in turn while pupils listen silently.

Although there were 97 pupils in the class, only 10 pupils had access to books. Other 87 pupils had no textbooks which could help them to follow silently what their fellow pupils were reading in the story. Then, the teacher asked pupils to answer comprehension questions from the text books in writing and collected them for marking. This approach of teaching comprehension lesson to standard IV pupils is not accessible because it did not provide an opportunity to pupils to demonstrate their ability in any of the reading skills. The teacher could not identify any pupil with comprehension reading difficulty because he did not provide an opportunity to either ask questions or express their problems about the lesson so that he could help them. Although there was enough time (80 minutes), the teacher did not use other strategies like summarizing, what they had read, asking the questions and responding to pupils' questions, responding to comprehension questions from the text and retelling the text.

(vii)   Standard III Teachers in Private Primary Schools

In private schools, almost all teachers performed all activities in teaching reading skills as the findings indicated. For example the findings revealed that 100% of all teachers of standard III taught comprehension reading skills through asking and answering questions, as well as through retelling what they had read in the text. The findings further indicated that teachers performed other activities for teaching standard III pupils comprehension reading skills as follows; to teach pupils through meaning clarification and through main idea identification (12.5%), summarizing what pupils had read (37.5%), using text to support statement and, narrating story structure (100%), Although some activities were performed by few teachers ranging between 12.5% and 37%, most of the activities were used by a majority of them. Table 4.11 in section viii shows the findings stated above. A teacher at Bakhita private primary School was found teaching comprehension reading lesson through a story titled "Uzee siyo ugonjwa' (literally- Old age is not disease).

Contrary to the teachers guide, he started the lesson by showing a photograph of an old man working in the field. Then he explained that although the man is old, he can still work. Lastly he said that "Uzee siyo Ugonjwa". (Old age is not disease) implies that despite the old age of some people, still they have very important roles to play in the community. After meaning clarification, the teacher asked pupils to read the story loudly individually one after another in turn while others follow silently. The teacher interrupted pupils while reading with some questions and asked others to answer before the reading proceeded. This interruption enabled all pupils to listen and follow carefully what their fellow pupils were reading. Chorus reading was very

crucial because it focuses on correct pronunciation and recognition of words. It is used to convey meaning through sound, stress, duration, and pitch. Reading aloud helps the teacher to determine whether pupils read correctly and recognize all the words and phrases or not. In addition to that through reading aloud, the teacher identifies pupils who cannot read fluently and correct them. The teacher can like wise guide them on the proper use of punctuations, stress, and pitch while reading without distorting the meaning of the text. Lastly the teacher asked all pupils to read silently and answer the comprehension questions in their textbooks. All the activities were undertaken together by a class of 47 pupils within the double period of 80 minutes. The findings above imply that performing many activities in teaching comprehension reading lesson by majority of the teachers provided more opportunity to the most of pupils to acquire the reading comprehension skills. For example, in that class, all pupils acquired comprehension reading skills as indicated in appendix 7 of this study report.

(viii) Standard IV Teachers in Private Primary Schools

The findings in standard IV were similar to those found in standard III that 100% of teachers taught comprehension reading skills through asking and answering questions, and retelling what they had read. The findings further indicated that these teachers also taught pupils comprehension reading skills through other strategies apart from those applied by teachers of standard I and II. Although all teachers (100%) for standard IV pupils taught the reading comprehension skills through meaning clarification, summarizing what they had read, using text to support statement and through narrating story structure, only 87.5% of them   used main idea identification strategy (See Table 4.11). The results imply that most pupils got the

opportunity to acquire comprehension reading skills through various strategies used together by teachers. Pupils who could not acquire reading skills through one strategy acquired it through another strategy. For example, A teacher at Misungwi Private Primary School was observed teaching reading comprehension lesson by using the story titled "Juhudi Mtoro"(literally- Juhudi. The Truant).

He introduced the lesson by asking pupils questions on disadvantages of truancy. Pupils answered the questions orally individually. Then he clarified the story by telling pupils the structure of the story. Then, he asked pupils to read the story loudly individually one after another in turn while others follow silently. The teacher interrupted pupils while reading with some questions and asked others to answer before the reading proceeded. This interruption enabled all pupils to listen and follow carefully what their fellow pupils were reading.

Table 4.11: The Teaching of Comprehension Reading Skills for Standard III and IV in Private Primary Schools

S/N	Variables	"Grades" Which Teachers Taught In Private Primary Schools					
		Values					
		Standard III			Standard IV		
		Done	Not done	Total	Done	Not done	Total
		No. &%.	No. &%.	No. &%.	No.&%..	No. &%.	No.&%.
1.	Teachers teach comprehension reading skills through asking and answering questions	100%(8)	0%(0)	100%(8)	100%(8)	0%(0)	100%(8)
2.	Teachers teach comprehension reading skills through extra linguistic devices	100%(8)	0%(0)	100%(8)	100%(8)	0%(0)	100%(8)
3.	Teachers teach comprehension reading skills through asking pupil to retell what they had read,	100%(8)	0%(0)	100%(8)	100%(8)	0%(0)	100%(8)
4	Teachers teach comprehension reading skills by identifying the theme/main idea in the passage	12.5%(1)	87.5%(7)	100%(8)	87.5%(7)	12.5%(1)	100%(8)
5	Teachers teach comprehension reading skills through using text to support their statement	100%(8)	0%(0)	100%(8)	100%(8)	0%(0)	100%(8)
6	Teachers teach comprehension reading skills through meaning clarification	100%(8)	0%(0)	100%(8)	100%(8)	0%(0)	100%(8)
7	Teachers teach comprehension reading skills through story structure	100%(8)	0%(0)	100%(8)	100%(8)	0%(0)	100%(8)
8	Teachers teach comprehension reading skills through summarizing	37.5%(3)	62.5%	100%(8)	75.0%(6)	25%(2)	100%(8)

Source: Field survey (2012)

After pupils read aloud the teacher asked them to read silently and answer the comprehension questions from their text books in writing. The teacher went round the class and marked the exercise books of all pupils who completed answering questions. He completed marking all pupils' exercise books and did the joint corrections with them. All the correct answers were written on the blackboard and

copied by pupils. All the strategies were performed together in a class of 15 pupils within a double period of 80 minutes. The teaching of comprehension reading in private schools by standard IV teachers was successfully done through all recommended strategies. Although the teachers changed the steps of teaching the lesson by starting with reading aloud in the class contrary to the teachers guide (Isaka, J.K., 2007) which directed teachers to begin with silent reading, the lesson was very effective.

4.3.6.1 Discussion

Teaching comprehension reading skills requires the use of various strategies depending on the grade of pupils. A standard I and II teacher needs to apply the following strategies in order to successfully teach them comprehension reading;

(a)   Asking and answering questions on a text pupils have read.

(b)   Talking about objects, illustrations or pictures they observed.

(c)   Retelling a story they have read.

When all these strategies for teaching comprehension reading skills are taken on board, they provide activities to pupils that give them practice to read and to read for comprehension. Most teachers in standard I and II i.e. 78.3% taught reading comprehension skills through asking and answering questions only. Very few standard I and II teachers in public primary schools used all the strategies. For example 29% used extra linguistic devices like pictures, diagrams and tables and, 25 % used strategy of retelling what they have read. Because the use of only one strategy denies   pupils the opportunity to get the meaning in the text, many pupils in these schools were unable to read effectively, hence could not comprehend what

they read. Although this was attributed to lack of books, in many public primary schools, the use of only one strategy denied pupils more reading practices which would have developed their reading skills (Pang, *et.al.,* 2003; Namdi, 2005; Passos, 2009). The findings in the private primary schools show that most teachers for standard I and II applied fully two of the strategies for teaching reading comprehension skills, i.e., asking and answering questions (100% of both standard I and II teachers) and using extra linguistic devices (67.4% of the same teachers) to develop pupils' ability in comprehension reading skills. Teachers' use of two strategies for comprehension reading skills seems to have proactive effects on the teaching as the most pupils in these schools were able to read and comprehend. This was evident in pupils' ability to read and understand what was read and hence answer the questions asked.

The difference of performance between public and private primary schools can be explained by the application of strategies for teaching reading. It is obvious that the performance in public primary schools was dismal because most of the teachers employed only one strategy. This is in contrast with private primary schools where most teachers applied two strategies. From this comparison, we can deduce that if teachers adhere to all recommended teaching strategies many pupils will enhance their reading skills. We have grouped standard I and II because in table 4.8 we tested the same strategies.

4.3.6.2 Summary

From the findings and the discussion that we have made it has become obvious that public schools used very few strategies in teaching reading skills that would help the

pupils to develop word decoding skills. Private primary schools used more strategies for developing ability in phonological and phonemic awareness, oral language and vocabulary, fluency, and comprehension reading skills than in the public primary schools.

Therefore, one can conclude that teachers in public primary schools failed to teach reading skills successfully because of the following reasons.

(a) Lack of methods of teaching reading skills.

(b) Failure to adhere to the strategies and steps of teaching a given reading skill.

(c) Failure to attend each pupil individually because of overcrowding in classrooms hence could not address individual problems.

(d) High shortage of textbooks and reading materials, and as a result some pupils had no access to text books, and

(e) Truancy of pupils

On the other hand teachers in private primary schools, taught all the components of reading skills properly and effectively. This is because majority of the teachers mastered of methods of teaching reading skills and applied them. In addition to that they performed all strategies and steps of teaching reading skills for every component of reading skills. Furthermore, most teachers in these schools were able to attend each pupil individually and help them because the class size was between 15-40 pupils, hence they were manageable. Other factors which enabled teachers in private primary schools to teach reading skills successfully were among others: availability of textbooks and reading materials, pupils' access to text books, and regular attendance of pupils to the reading classes.

Following the above discussions, one can conclude that there is close relations between the use of strategies for teaching reading comprehension, the number of strategies used by the teachers in teaching reading skills, and the number of pupils who acquire reading comprehension skills. The more teachers use many strategies the more the number of pupils who acquire reading skills. Therefore, teachers should apply as many strategies as possible in teaching comprehension skills in or order to enable pupils acquire and sustain reading skills.

4.3.7 Strategies of Teaching Reading Skills

In this subsection, the researcher explains the views of teachers through questionnaire responses on strategies they used in teaching the skills of reading components mentioned above (c.f.4.3.0). The aim is to answer the research question number two which seeks to find out if teachers had adequate mastery of strategies for teaching reading skills and if they used them in teaching reading skills.

4.3.7.1 The Strategies of Teaching Phonological and Phonemic Awareness

The teaching of phonological and phonemic awareness applies the use of the following strategies; teaching grapheme phoneme correspondences, blending, segmentation, and diagraphs (c.f. Reeves, et al., 2008; Peterson, 2001; Roses, 2006). These strategies refer to as the following.

- **Grapheme Phoneme Correspondence**

This is associating letters with sounds. For example, associating the sound [b] and the letter/b/, the sound [j] and the letter/j/, the sound [t] and the letter /t/.

- **Blending**

This is joining of letters to form syllables and words. For example, joining /b/ and /a/ to form /ba /, and /ba/ + /ba/ to get /baba/(father).

- **Segmenting**

This is breaking the words and syllables to get letters, For example, breaking /baba/ (father) to get /ba/ +/ba/, and /ba/ to get /b/ +/a/.

- **Diagraph**

These are sounds represented by more than one letter. For example, the letters /dh/ representing the sound[ð], the letters /th/ for the sound[θ], /sh/ for the sound [š] and the letters /ng'/ representing the sound[ŋ] and letters /ny/ for the sound [ñ]. The whole process is referred to as the teaching of phonological and phonemic awareness (Reeves, *et al.,* 2008, EACEA, 2011). This subsection presents the findings on views of teachers on strategies of teaching phonological and phonemic awareness in primary schools through the above mentioned strategies (pg.153).

4.3.7.2 Teachers' Views on the Strategies of Teaching Phonological and Phonemic Awareness

(i)   Standard I Teachers in the Public Schools

The findings indicated that only 27.0 % of 74 teachers of standard I taught to associate letters with sounds and 41.9 % of them taught pupils to join letters to form syllables and words (blending), 4.1% taught pupils to break (segment) words to letters, and syllables. Whereas 12.2 % taught pupils sounds that are represented by more than one letter (diagraphs), only 14.9 % teachers of standard I taught them all the four skills. Table 4.12 illustrates the findings above.

Table 4.12: The Teaching of Phonological and Phonemic Awareness in both Public and Private Primary Schools by Teachers of Standard I

S/N	Variables	Schools Which Teachers Taught Standard I	
		Values	
		Public schools	Private schools
1.	Associating letters with sounds (GPC)	27.0 %(20)	25.0%(2)
2.	Blending i.e. joining letters to form syllables and words	41.9%(31)	.0%(0)
3.	Segmenting i.e. breaking words in syllables and letters	4.1%(3)	0%(0)
4.	Teaching of sounds that are represented by more than one letter (diagraph)	12.2%(9)	0%(0)
5.	All of the above mentioned activities/strategy	14.9%(11)	75.0%(6)
	Total	**100%(74)**	**100%(8)**

Source: Field survey 2012

According to the primary school Kiswahili syllabus (MoEVT: 2005), the teaching of phonemic and phonological awareness is undertaken in standard I. In Kiswahili the teaching of this reading skill begins by teaching the vowels followed by consonants and lastly diagraphs. In reference to the above mentioned strategies, majority of teachers (73%) in the public primary schools did not teach pupils to associate letters with their sounds, compared to those who taught them joining letters to form syllables and words. Generally, the findings indicated that more than half the number of all 74 teachers of standard I in the public primary schools did not teach phonological and phonemic awareness as required through the strategies recommended as the percentages of those who taught them ranges from 12.2% (for teaching diagraphs) to 41.9% only (teaching through blending). Following the above shown results, majority pupils in standard I were not able to identify the relationships between the sounds of Kiswahili letters and the shapes of symbols

(graphemes) representing those letters. This result implies that if many teachers did not apply the appropriate strategies of teaching phonological and phonemic awareness, majority pupils in standard I in public school could not identify letters of the alphabet and hence they could not decode words. Therefore some of them did not acquire reading skills intended to them by the end of 2012.

These results are almost similar to the class observation results which indicated that more than half the number of the same teachers did not teach phonological and phonemic awareness through these strategies. According to the observation results, the percentage of standard I teachers in public primary schools who did not teach through these strategies ranged from 64.8% for the teaching of pupils to associate letters with their sounds and combining letters to form syllables and words ((blending), to 54% for the teaching of breaking syllables and words into letters (segmentation). These findings imply that majority of pupils in the public primary schools are not getting an opportunity to develop their ability in phonemic and phonological awareness through the recommended strategies as required.

According to education encyclopedia, phonological and phonemic awareness (commonly known as letter recognition) are said to be the best school-entry predictors of a child's success in reading during the first two years of schooling in an alphabetic language. Phonological and Phonemic awareness is not an innate skill; it can and must be taught. Children are said to be phonologically and phonemically aware when they are able to manipulate letters in spoken words. Some studies on the teaching of beginning readers have shown that strategies involving phonological and phonemic awareness skills resulted in growth of reading skills among participating

children compared to children who received standard curriculum without phonological and phonemic awareness skills (EACEA, 2011). It is further argued that the benefits of teaching phonological awareness skills continue in word decoding in early primary school year (*ibid*). The study on the literacy programmes in the kindergarten curricula of ten European countries reports increasing acknowledgement of the positive effect of phonological awareness on children's success in reading and indicates that incorporating strategies to enhance phonological awareness in kindergarten classrooms is critical to children's success in becoming literate (*op. cit*).

In reference to the above arguments, the findings on the teaching of phonological and phonemic awareness indicated in Table 4.12 suggests that little teaching of phonological and phonemic awareness took place in the public primary schools. If pupils are not able to identify the correspondence between symbols and various sounds they represent in the text, they cannot read. Therefore, given the fact that the majority of teachers of standard I in the public primary schools do not teach phonological and phonemic awareness through the recommended strategies, some of pupils in these schools do not acquire reading skills by the time they complete standard I. The reports of the Misungwi District Education officer and Musoma Municipal education officer indicated that 23.3% of 5764 standard I pupils registered for study in Misungwi District and Musoma municipal could not read by the end of 2012. Therefore, teachers in the public schools should work harder and perform all the recommended strategies for teaching phonological and phonemic awareness in order to enable pupils to acquire the necessary reading skills at standard I.

(ii) Teachers of Standard I in Private Primary Schools

The research findings from private primary schools indicated that 25% of all the teachers of standard I taught to associate letters with sounds. However, the rest (75%) indicated that they taught phonological and phonemic awareness through all the strategies listed. These findings tally with the results of the section which required teachers to indicate whether they know and teach phonological and phonemic awareness. In that question, 75%of standard I teachers indicated that they know and teach as shown in table 4.5(cf.4.2.3). Although the majority of pupils in these schools can read by the time they are admitted in standard I, the teaching of the skills continues in compliance with the primary school Kiswahili syllabus so as to enhance the knowledge standard I pupils acquired in the pre-school classes. Therefore, these findings suggest that since most of pupils in private schools get an opportunity to perform these strategies through their teachers when they are taught phonological and phonemic awareness, they acquire reading skills by the end of standard I. The other reading skills the pupils in private schools acquired are oral language and vocabulary, fluency, and comprehension reading skills as it is explained in section 4.3.7.4 to 4.3.8.2 below.

4.3.7.3 Discussion

Although the Kiswahili syllabus and the teachers guide books for teaching Kiswahili in standard I state clearly the strategies to be applied in teaching phonological and phonemic awareness, teachers in public schools as opposed to those in private schools do not perform these strategies fully when teaching these basic components of reading skills at these grades (cf. 4.2.3.2). This study has shown that strategies for

teaching phonological and phonemic awareness were not fully performed by the majority of teachers in the public schools. Studies on the teaching of phonological and phonemic awareness to beginning readers substantiate the positive effect of knowledge of phonological and phonemic awareness in the acquisition of reading skills. The studies further confirm the positive effect of teaching phonological and phonemic awareness through the recommended strategies to enable pupils to acquire reading skills. If the majority of teachers for standard I do not apply many strategies many activities in teaching phonological and phonemic awareness, some pupils will not develop their ability to acquire reading skills. The findings in this study confirmed the above assertion for some pupils in the public schools in the study area did not acquire reading skills. In the schools which were visited, a majority of teachers in public primary schools did not follow the recommended steps and strategies of teaching this component of reading skills. (see 4.3.1.1).Therefore, for pupils to acquire reading skills in Standard I, teachers should apply the recommended strategies in teaching phonological and phonemic awareness.

4.3.7.4 Strategies of Teaching Oral Language and Vocabulary Skills

Oral language development is considered as a key indicator of a child's reading ability. There are four basic strategies recommended by scholars for teaching oral language and vocabulary which were considered in this study namely;

(i)   Direct story telling and show and tell activities

(ii)   Teaching new concepts through subject specific vocabularies

(iii)   Teaching vocabularies directly and indirectly (Direct instruction includes

       giving word definitions and pre-teaching of vocabulary before reading a text.

Indirect strategy refers to incidental vocabulary learning, e.g. mentioning, extensive reading and exposure to language-rich contexts).

(iv)   Guiding them to develop an inventory (glossary) of new words in a separate work books.

4.3.7.4.1 Teachers' Views on the Teaching of Oral Language and Vocabulary Skills

(i)   Teachers of standard I in public primary schools

The findings indicate that 64.9% of 74 teachers of standard I taught pupils oral language and vocabularies through direct story telling and show and tell strategies, and 27.0% of them taught pupils new concepts through subject specific vocabularies. In addition to that 2.7 % of teachers of standard I taught them vocabulary directly and indirectly, and none of the teachers taught them to develop an inventory of new words in separate work books. Table 4.13 bellow illustrates the above stated findings.

Table 4.13: The Teaching of Oral Language and Vocabulary Skill by Teachers of Standard I in the Public and Private Primary Schools

S/N	Variables	Schools in which teachers taught standard I	
	Teachers used the following strategies in teaching oral language an vocabularies	**Public primary schools**	**Private primary schools**
1.	Story telling and show and tell activities	64.9%(48)	75%(6)
2.	Teaching new concepts through subject specific vocabularies	27.0%(20)	12.5%(1)
3.	Directly and indirectly teaching of vocabulary	2.7%(2)	12.5%(1)
4.	Develop inventory (glossary) of new words in separate work book	0%	0%
5.	All the 4 strategies	5.4%(4)	0%(0)
	Total	100.0%(74)	100%(8)

Source: Field Survey (2012)

The findings suggest that a majority of standard I teachers (64.9%) in public schools teach oral language and vocabularies through story telling. About 35.1 of the teachers did not teach oral language and vocabulary through this strategy. This means that some pupils who are not able to follow and tell story at standard I did not get an opportunity to acquire the skills of reading, because not all pupils manage to learn reading through this strategy. According to Nyman (2009), children do not typically learn oral language skills simply by imitating what is heard around them. Multiple strategies will give better results in vocabulary learning than depending only on one single strategy (Pang, *et al.,* 2003).

The teachers who teach standard I pupils new words through subject specific vocabularies are few (27%) because at this grade, teachers still teach them simple new words. However, teachers are supposed to help pupils to know the meaning of new terminologies related to the subjects they are about to start learning, e.g. Information Communication Technology (I.C.T) terminologies as well as terminologies for skills of work. Vocabulary should be taught directly and indirectly. Direct instruction includes giving word definitions and pre-teaching of vocabulary before reading a text while indirect strategy refers to incidental vocabulary teaching, e.g. mentioning, extensive reading and exposure to Kiswahili language-rich contexts (Pang *et al.,* 2003). Vocabulary teaching should include active engagement of pupils in tasks, e.g. learning new vocabulary by doing a class project. Failure to teach oral vocabulary effectively leads pupils' failure to understand the meaning in the text hence failure to acquire reading skills. Studies reveal that oral vocabulary is related to reading comprehension and that it is vocabulary knowledge that drives the association between reading comprehension and exception word reading (Chou,

2011). According to the findings above, very few teachers (5.4 %)for this grade applied all strategies. This result suggests that very few pupils in area of study got an opportunity to acquire skills in oral language and vocabularies through all the strategies. Hence 1344 standard I pupils (994 in Misungwi District and 350 in Musoma Municipality) did not acquire reading skills. This is equivalent to 23.3% of all standard I registered pupils for studies in 2012 in the study area**.** Since oral language development is considered a key indicator of a child's reading ability (Nyman, 2009), failure to use all the recommended strategies in teaching the skills by a majority of teachers causes some pupils to fail to acquire reading skills.

Therefore, teachers should apply all the strategies recommended for teaching oral language and vocabularies in order to enable all pupils to benefit from their teaching as multiple teaching results in better vocabulary learning.

(ii)   Teachers of Standard I in Private Primary Schools

The findings indicated that whereas 75.0% of all teachers of standard I taught pupils oral language and vocabularies through direct story telling and show and tell activities, 12.5% of the same teachers taught pupils new concepts through subject specific vocabularies. While 12.5% of teachers of standard I taught them directly and indirectly, none of them taught the oral language and vocabularies through guiding them to develop an inventory of new words in separate work books and through all the above strategies. Table 14.13 above illustrates the findings stated above. The findings of this study confirms the class observation findings which revealed that all the standard I teachers (100%) taught oral language and vocabularies through direct story telling and show and tell activities only. The findings imply that a majority

of the teachers apply direct storytelling and show and tell activities. In addition to that, 25% of the teachers do not use this strategy and yet almost all pupils in private schools acquire reading skills when they complete standard I as shown in table 4.3 n (c.f. 4.2.2) and appendix 7 in this study. In contrast with similar situation in public school, in private schools teachers use many other different reading materials such as letter cards, word cards, wall charts with words and pictures. Moreover they perform more activities like subjecting pupils to other practical activities such as story telling, daily words, tongue twister games, synonym and antonym games, and practice of affixes.

Teachers for reading usually teach oral language and vocabularies at the same time. In teaching this component of reading, teachers are required to provide overt access to new concepts and terms through subject specific vocabularies and words as well as teaching vocabularies directly and indirectly. The reading materials and more activities used in the teaching of vocabularies and oral language in these schools enhanced the ability of pupils in acquiring new words and develop their ability in word decoding, hence the acquisition of reading skills.

(iii) Standard II Teachers in Public Primary Schools

The findings indicated that 28.4% of 74 standard II teachers taught pupils oral language and vocabularies through direct story telling and show and tell activities. 55.4% of the same teachers taught pupils new concepts through subject specific vocabularies. In addition 8.1 % of standard II teachers taught them vocabulary directly and indirectly, and 2.7 % taught these pupils through guiding them to

develop an inventory of new words in separate work books. However, only 5.4 %of
all teachers of standard II used all the listed strategies in teaching oral language and
vocabularies as illustrate in serial number five in table 4.14 below. The table also
illustrates other findings stated above on the teaching of oral language and
vocabularies.

**Table 4.14: The Teaching of Oral Language and Vocabulary Skills by Standard
II Teachers in Public and Private Primary Schools**

S/N	Variables	Schools in which teachers taught standard II	
		Public primary schools	**Private primary schools Standard II**
1.	Story telling and show and tell activities	28.4%(21)	0%(0)
2.	Teaching new concepts through subject specific vocabularies	55.4%(41)	87.5%(7)
3.	Teaching directly and indirectly	8.1%(6)	0%(0)
4.	Develop inventory (glossary) of new words in separate work book	2.7%(2)	0%(0)
5.	All the 4 strategies	5.4%(4)	12.5%(1)
	Total	**100%(74)**	**100%(8)**

Source: Field Survey (2012)

The findings imply that in standard II already pupils are acquainted with a number
of simple vocabularies. Therefore, a majority of the teachers for this grade (55.4 %)
focus their teaching of meaning of words through the wide reading of key words
from the books and thematic units in more specific subjects. However, the findings
suggest that failure to use the other strategies such as guiding pupils to develop an
inventory of new words in separate work books is one reason for some pupils'
failure to develop the inventory of adequate vocabularies for their daily use hence
relapsing to illiteracy. Research has shown that there is a close connection between
oral vocabulary and early reading ability (Pang, *et al.,* 2003). Therefore, before

children begin to learn to associate the written form with speech, they need to learn the vocabulary, grammar and sound system of the oral language. In the class observation at Busagara primary school in Misungwi District, the researcher found a standard II teacher teaching a class of 63 pupils a lesson on vocabulary by using list of new words in the Kiswahili teachers guide by listing them on the blackboard and writing their meaning found in Kiswahili dictionary. Then he asked pupils to copy the words and their meaning in their exercise books. There were neither an example for the new words, sentences, constructed by the teacher and pupils nor synonyms and antonyms of the words which could help pupils to learn more about the new words. When the researcher asked pupils to use the words in their own sentences, two of them used the words wrongly, but the rest of them failed to make any sentence.

This result implies that pupils did not understand properly the meaning of the words taught, but they only crammed them. Teachers should therefore teach oral language and vocabularies through all the recommended strategies because in so doing all the pupils can acquire reading skills. In addition to that vocabulary should be taught through activities such as plays, constructing sentences using selected vocabularies, telling stories in peer group conversation and preparing vocabulary lists (Pang *et al.,* 2003; N'Namdi, 2005). In order to enhance the ability of pupils in reading acquisition; teachers should adhere to the recommended strategies for teaching oral language and vocabularies. Since a majority of the teachers in the public primary schools use only one strategy in teaching oral language and vocabularies, some pupils fail to acquire the skills and hence they complete their grade without mastering reading [(see Table 4.3) (c.f. 4.2.2)].

(iv)   Standard II Teachers in Private Primary Schools

The findings indicate that none of the teachers of standard II taught pupils oral language and vocabularies through direct story telling and show and tell activities. The findings further indicate that 87.5% of all teachers of standard II taught pupils new concepts through subject specific vocabularies**.** None of them taught pupils directly and indirectly, but 12.5% of the teachers of standard II applied all the above strategies (See table 4.11 above) (cf. 3.3.1.2)].

These findings show that a majority of standard II teachers taught pupils new concepts through subject specific vocabularies than any other strategy under this component of reading. These results suggest that majority of the teachers of standard II do not teach their pupils oral language because in these schools, most of pupils at this grade are able to read; therefore pupils are taught only vocabularies of this grade in reference to specific terms across curriculum. This is because, standard II pupils in private primary schools can now develop inventory of new words they meet in their text reading and keep them in their own work books. Teachers at these schools supervise and make follow-up on this exercise.

(v)   Standard III Teachers in Public Primary Schools

The researcher also asked standard III teachers to show the strategies they use in teaching vocabularies in their reading classes. In response to the questionnaire, the findings indicated that 29.7 % of 74 standard III teachers taught oral language and vocabularies through direct story telling and show and tell strategies, and 39.2% of the same teachers taught new concepts through subject specific vocabularies. Teachers who taught vocabularies to standard III directly and indirectly were 21.6 %

while 4.1% performed all the strategies in teaching vocabularies to standard III.

Table 4.15 illustrates the findings stated above:

Table 4.15: The Teaching of Oral Language and Vocabulary Skills by Standard III And IV Teachers in Public and Private Primary Schools

S/N	Variables	Public primary Schools		Private primary schools	
		"Grade" which teachers teach		"Grade" which teachers teach	
		Standard III	Standard IV	Standard III	Standard IV
1.	Story telling and show and tell activities	29.7%(22)	44.6%(33)	12.5%(1)	0%(0)
2.	Teaching new concepts through subject specific vocabularies	39.2%(29)	32.4%(24)	12.5%(1)	0%(0)
3.	Teaching vocabulary directly and indirectly	21.6%(16)	23.0%(17)	50%(4)	62.5%
4.	Develop inventory (glossary) of new words in separate work book	5.4%(4)	.0%(0)	0%(0)	0%(0)
5.	All the 4 strategies	4.1%(3)	.0%(0)	25%(2)	37.5%
	Total	**100.0%(74)**	**100%(74)**	**100%(8)**	**100%(8)**

Source: Field Survey (2012)

According to the above results, the teachers of standard III in public schools who use recommended strategies in teaching vocabularies did not exceed 50%. The result implies that that majority of the teachers in public schools do not teach vocabularies. Therefore, most of pupils in standard III in public primary schools did not get the opportunity to develop vocabulary knowledge in Kiswahili. This is because standard III pupils in most public primary schools did not have access to textbooks in which most of the vocabularies to be taught were to be identified. In addition to that many teachers were not conversant with steps and strategies for teaching this component of reading skills (c.f. 4.3.1.2). It is important to note that developing vocabulary knowledge is an important element in learning to read. Pupils who have good vocabulary knowledge can be expected to improve their performance in reading and comprehension. Therefore, in teaching reading skills for standard III, teachers

should teach pupils the vocabularies through story telling and the other activities such as learning new vocabulary by doing a class project (*Pang et al.,* 2003) or brainstorming (UNESCO, 2004). This can be followed by initiating a discussion on the relationship of words to a larger schema (cognitive structures that are abstract representations of events or objects stored in the brain) (*ibid*). Moreover, primary school teachers need to begin to provide overt access to new concepts and terms through subject specific vocabularies and words through teaching academic literacy in each learning area (Reeves; *et al.,* 2008).

Not only that but vocabulary is taught also directly and indirectly (*op.cit*) as well as teaching pupils to develop the inventory of new words in their separate workbooks. In a number of classroom observations (c.f. 4.3.1.2), the researcher looked for evidence of teachers teaching specific subject vocabularies and found only 51.4 % did it, and it was the only activity most of the teachers performed. Example of general and subject specific vocabularies developed during the observations included trees, stones, and animals. However, there was no evidence in 70.3 % of all 74 classes where teachers for this grade taught pupils to develop new concepts or vocabularies through keeping pupils' workbooks in keeping inventory of new words to the development of concepts or vocabularies.

(vi) Teachers of Standard III in Private Primary Schools

The findings indicate that 12.5% of all teachers of standard III taught pupils oral language and vocabularies through direct story telling and show and tell activities, and teaching new concepts through subject specific vocabularies. Another 50% of standard III teachers taught oral language and vocabularies directly and indirectly,

and 25% of the same teachers taught the oral language and vocabularies by using all the four strategies. These results imply that 19.6% of all the pupils which is equivalent to 952 pupils registered for study in 2012) could not read by the end of 2012 in the area of study (c.f.4.2.2.). According to the data in the education offices at Misungwi District and Musoma Municipality, 669 standard III pupils in Misungwi District and 283 pupils of the same grade failed to acquire reading skills by the end of 2012. (See Table 4.3, c.f. 4.2.2).

(vii) Standard IV Teachers in Public Primary Schools

The findings for standard IV teachers in the public primary schools show that 44.6 % of them taught pupils oral language and vocabularies through direct story telling and show and tell strategies while 32.4% taught new concepts through subject specific vocabularies. In addition to that, 23.0 % of the teachers taught vocabularies directly and indirectly. None of them taught vocabularies through the strategy of developing inventory (glossary) of new words in separate work through all the four strategies (i.e. teaching vocabularies by using: storytelling and show and tell activities, teaching new concepts through subject specific vocabularies, teaching vocabulary directly and indirectly, developing inventory (glossary) of new words in separate work book.

As a result of this 500 standard IV pupils in Misungwi District and 180 standard IV pupils in Musoma Municipality did not acquire reading skills by the end of 2012 [(see table 4.3) (c.f. 4.2.2)]. This is equivalent to 14.3% of all 4759 standard IV who were registered to study in that grade in the area of study.

(vi) Teachers of Standard IV in Private Primary Schools

The findings indicated that none of the teachers of standard IV taught pupils oral language and vocabularies through direct story telling and show and tell strategies and teaching new concepts through subject specific vocabularies. However, 62.5% of teachers of standard IV taught them oral language and vocabularies directly and indirectly, while 37% of them taught all the above strategies. These results imply that majority of the teachers of standard IV (62.5%) apply lecture methods in the teaching oral language and vocabularies rather than using other strategies in teaching vocabularies and oral language. Teaching oral language and vocabularies by using the direct and indirect strategy is the only strategies which were applied by the majority (62.5%) of teachers of standard IV. According to the data obtained In the education offices in the area of study, all standard IV pupils in private schools in the area of study acquired reading skills a s a result of the use of all strategies by the teachers in the area of study.

4.3.7.4.2 Discussion

Snow et al., (1998), as quoted by Nyman (2009:105) describes oral language as "the complex system that relates sounds to meanings, made up of three components: phonological awareness, semantics, and syntax. Phonological awareness is considered the strongest oral language predictor for reading success and includes the understanding of combining the smallest units of sound or phonemes (ibid). For instance, children learn that */m/* is the first spoken *sound* they hear in */mama/ (Mother)* long before they understand that the sound is represented by the printed letter /m/. Although children are not typically aware of their knowledge of these rules, their ability to understand and articulate words in their mother tongue is an

accurate representation of their understanding. The teaching of oral language reading skills goes hand in hand with teaching of vocabularies. In citing Beck *et al.* (2002), EACEA (2011:35) points out that vocabulary knowledge must be viewed as being on a continuum, starting from having no knowledge of the word's meaning, to having a general sense of its meaning and then a narrow context-bound knowledge, to finally having rich, de-contextualized knowledge of a word's meaning, its relationship to other words, and its extension to metaphorical uses. A pupil may thus understand a word in a general sense, but require additional instruction to reach a higher standard of understanding. Baumann (2009) notes that vocabulary instruction can enhance reading comprehension.

The findings in this study revealed that much teaching of oral language and vocabulary is done by the majority teachers of standard III and IV in the private primary schools. However, majority of them did not teach oral language and vocabularies through the recommended strategies at standard I and II. They teach these strategies in isolation. Studies reveal that there is direct relationship between the acquisition of reading skills and oral language and vocabulary (Chou, 2011). Therefore, teachers' failure to use all the strategies in teaching oral language and vocabulary causes some pupils' failure to acquire reading skills. Teachers are required to teach oral language and vocabularies in Kiswahili through all strategies so as to enable those pupils who are not able to acquire the skills through one strategy to get it through another strategy.

Given the fact that oral language and vocabulary is key to learning and to making the transition from oral to written texts and that reading vocabulary is crucial to the

comprehension processes of the skilled reader, teachers need to ensure that they teach it effectively. Pupils with broad and deep vocabulary knowledge are more likely to comprehend what they read. Vocabulary should be taught directly and indirectly. In addition, vocabulary teaching should apply active engagement of pupils in tasks, e.g. learning new vocabulary by doing a class project. Teachers' failure to teach oral vocabulary effectively may lead to pupils' failure to understand the meaning in the text, hence fail to acquire comprehension reading skills. Studies have shown that oral vocabulary is related to reading comprehension, and that it is vocabulary knowledge that drives the association between reading comprehension and exception word reading (Chou, 2011). Teachers are therefore urged to apply all the strategies of teaching vocabulary in order to enable all pupils to benefit from their teaching as multiple teaching approach results in better vocabulary learning.

4.3.8   Strategies for Teaching Reading Comprehension Skills

Research has shown that children who have good reading comprehension skills know what they read and not just reading words (-Gerard, 2010). Therefore, teachers need to teach pupils reading comprehension strategies in order to enable them acquire the ability of deriving meaning from connected text. Perfetti, *et al.* (2004) point out seven strategies of comprehension instruction that appeared to have solid evidence drawn from 205 studies that met methodological criteria for their effectiveness in drawing the reader into a deeper engagement with a text of which three of them are:

1.   Student summarization of texts,

2.   Question answering and question generation (student self-questioning), and

3.   Story structures.

Other strategies of teaching reading comprehension skills include, identifying main ideas, retelling what pupils had read in the text, using text to support pupils' statements, and filling in the blank space questions (Pang, *et al.,* 2003; Reeves, *et al.,* 2008). Apart from the presence of other strategies, this study investigated application of the strategies mentioned above because they are common to many scholars.

The strategies are as follows:

(i)   Asking and answering questions orally and in writing filling in the blank space questions

(ii)   Retelling what they had read in the text

(iii)   Summarizing what pupils have read

(iv)   Identifying the theme or idea on what pupils have read

(v)   Using text to support pupils' statements.

4.3.8.1 Views of Teachers on Strategies they Apply in Teaching Comprehension

Reading Skills

Rand reading Study Group (2002) argues that reading comprehension should be part of reading instruction with beginning readers and not only a focus of instruction in the post primary grades. However, the group emphasizes that; at the lower grades such as pre primary education grade only instruction of listening comprehension starts and continue to the following grades such as standard I and II. The Comprehension skill taught at standard I and II in primary schools focus mainly to listening and language comprehension and not reading comprehension.

Therefore, although the new Kiswahili syllabus for primary schools indicated the teaching of comprehension lessons to start in standard I (MoEVT, 2005) serious teaching of reading comprehension skills begin in standard III after pupils had acquired the "listening" and "language" comprehension skills in standard I and II. In this section the researcher deals with the reading comprehension skills which are the skills to be taught from standard III and continues throughout primary school education.

(i)   Teachers of Standard III in Public Primary Schools

The findings indicate that 83.8% of standard III teachers taught pupils comprehension reading skills through asking and answering questions orally and in writing, 70.3% of the same teachers taught pupils to develop comprehension reading skills through filling in the blank space questions. In addition, 37.9 % teachers for standard III taught pupils to develop comprehension reading skills through retelling what they had read in the text. Furthermore 35.2 % of them taught pupils to summarize what they read, while 13.6 % taught pupils to identify the theme or idea on what they have read and 32.4 % taught the use of text in supporting their statements. Lastly only 6.5% of all teachers of standard III taught them to identify the theme or idea on what they have read.

According to these results, 83.8% of teachers of standard III rely on teaching pupils reading comprehension skills through asking and answering questions orally and in writing only. This is because the majority of the teachers teach pupils through those strategies. The teachers who apply the six strategies are very few. The data further shows that 98.5% of the standard III teachers in public primary schools did not apply

identification of main themes and ideas. Table 4.16 illustrates the above stated results.

Table 4.16: Strategies Standard III Teachers use in teaching Comprehension Reading Skills in the Public and Private Primary Schools

S/N	Variables	Teachers' Questionnaire Response On Strategies They Use In Teaching Standard III Comprehension Reading Skills					
		Public primary schools			Private Primary Schools		
	Strategies teachers use in teaching standard III comprehension reading skills	Agree	Disagree	Total	Agree	Disagree	Total
1	Asking and answering questions orally and in writing	83.8%(62)	**17.2(12)**	100%(74)	87.5% (7)	**12.5%(1)**	100%(8)
2	Filling in the blank space questions	70.3%(32)	**29.7%(64)**	100%(74)	62.5 %(5)	**37.5%(3)**	100%(8)
3	Retelling what they had read in the text	37.9%(28)	**62.1%(46)**	100%(74)	**0%(0)**	**100%(8)**	100%(8)
4	Applying guided reading strategy	13.6%(10)	**86.4%(64)**	100%(74)	**0%(0)**	**100%(8)**	100%(8)
5	Pupils summarize what they had read,	35.2%(26)	**64.8%(48)**	100%(74)	25%(2)	**75%(6)**	100%(8)
6	Pupils use text to support their statements	32.**4%(24)**	**67.6%(50)**	100%(74)	12.5%(1)	87.5% (7)	100%(8)
7	Pupils identify the theme or idea on what they had read	6.5%(27)	**98.5%(73)**	100%(74)	12.5%(1)	87.5% (7)	100%(8)

Source: Field Survey (2012)

The findings above show that many standard III teachers in public primary schools (62.2% - 98.5%) and private primary schools (75% - 100 %) did not apply most of the required strategies for teaching reading comprehension skills. The majority of them use only two strategies namely, asking and answering questions orally and in writing, and filling in the blank space questions. This kind of teaching cannot help pupils to acquire the comprehension reading skills effectively because teachers will not identify pupils who do not understand the meaning of what they read as well as those who are not able to read. This is because most pupils may be identified if they comprehend what they read and get opportunities to interpret message they get from

the text instead of only answering questions. The same applies to the filling in blanks strategy which 70.3% and 62.5% of teachers in public and private primary schools respectively used to teach comprehension skills. The use of these strategies alone implies that many teachers could not identify pupils who are not able to read since they can either copy the answers from their fellows or be assisted by pupils who are capable in reading to fill in the blanks. The strategies used in teaching comprehension skills by the majority of teachers of standard III cannot help pupils to develop the reading comprehension skills.

(ii)   Standard III Teachers in Private Primary Schools

The findings indicated that 87.5% of standard III teachers taught pupils comprehension reading skills through asking and answering questions orally and in writing as well as retelling what they had read in the text. In addition, 62.5% of the same teachers taught pupils to develop comprehension reading skills through filling in the blank space questions. Furthermore, 25% of standard III teachers taught pupils to summarize what they had read and 12.5% taught them to use text to support their statements. None of them taught pupils the skills through guided reading and retelling what they had read strategies. Lastly only 12.5% of all standard III pupils taught pupils to identify the theme or idea on what they have read. One can observe that the strategy mostly applied by teachers for this grade is asking and answering questions orally and in writing (87.8%) as well as filling in the blank questions (62.5%).

(iii)   Standard IV Teachers in Public Primary Schools

The findings revealed that 86.4% of standard IV teachers taught pupils comprehension reading skills through asking and answering questions, 79.7% of the same teachers taught pupils to develop comprehension reading skills through filling in the blank space questions. In addition to that, 51.3 % of 74 standard IV teachers taught pupils to develop comprehension reading skills through retelling what they had read in the text.

Furthermore, 59.5% taught pupils to summarize what they read, and 40.5%% taught comprehension reading skills through guided reading. In addition to that 31.1% taught the skills through the strategy of using text to support the answers and statement where as 44.6% of them taught pupils to identify the theme or idea on what they have read. Table 4.17 illustrates the findings stated above. As a result of this, some pupils in the area of study failed to acquire reading skills (See appendix 7 of this study) because many teachers failed to use the above strategies in teaching pupils comprehension reading skills.

Table 4.17: Strategies Standard IV Teachers use in Teaching Comprehension Reading Skills in the Public and Private Primary Schools

S/N	Variables	Teachers' Questionnaire Response On Strategies They Use In Teaching Standard IV Comprehension Reading Skills					
		Public primary schools			Private Primary Schools		
	Strategies to use in teaching standard IV comprehension reading skills	Agree	Disagree	Total	Agree	Disagree	Total
1.	Asking and answering questions orally and in writing	86.4%(64)	**13.5%(10)**	100%(74)	100%	**0%**	100%(8)
2.	Filling in the blank questions	79.7%(59)	**20.3%(15)**	100%(74)	87.5%	**12.5**	100%(8)
3.	Retelling what they had read in the text	51.3 %(38)	**48.6%(36)**	100%(74)	100%	**0%**	100%(8)
4.	Applying guided reading strategy	40.5%%(30)	**59.5%(44)**	100%(74)	75%	**25%**	100%(8)
5.	Pupils summarize what they had read,	59.5%(44)	**59.5%(44)**	100%(74)	87.5%	**12.5%**	100%(8)
6.	Pupils use text to support their statements	31.1%(23)	**69.0%(51)**	100%(74)	62.5%	**37.5%**	100%(8)
7.	Pupils identify the theme or idea on what they had read	44.6%(33)	**55.0%(41)**	100%(74)	62.5%	**37.5%**	100%(8)

Source: Field Survey (2012)

(iv) Standard IV Teachers in Private Primary Schools

The findings indicate that all standard IV (100%) teachers in private primary schools taught pupils comprehension reading skills through asking and answering questions, 87.5% of the same teachers taught pupils to develop comprehension reading skills through filling in the blank questions. In addition, 100% of all teachers taught pupils to develop comprehension reading skills through retelling what they had read in the text. Furthermore 87.5% taught pupils to summarize what they read, and 75% through guided reading. Another 62.5% taught pupils comprehension reading skills using text to support their statements. Lastly only 62.5% of all teachers taught pupils to identify the theme or idea on what they have read. A critical examination of the data shows that most of teachers (about 70 %) employ all strategies for teaching comprehension skills which implies that pupils are well taught through various strategies to develop reading comprehension skills in

private schools. Following the findings above, all standard IV pupils in private primary schools acquired comprehension reading skills as indicated in appendix 7 in this study.

4.3.8.2 Discussion

According to Gough and Hoover (2012) comprehension reading (or, simply, reading) is the ability to construct linguistic meaning from written representations of language. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This ability is based upon the competencies of language comprehension (the ability to construct meaning from spoken representations of language) and decoding (i.e. the ability to recognize written representations of words) (*ibid*). Both language comprehension and decoding are necessary for reading comprehension success (Roses, 2006). Being fully competent in a language without the ability to recognize its written words will not allow successful reading comprehension. Comprehension occurs as the listener builds a mental representation of the information contained within the language that a speaker or the reader is using (*ibid*).

From the findings in this study, it has become obvious that a majority of standard III and IV teachers in the public schools do not teach comprehension reading skills through the recommended strategies. Therefore most pupils in the public primary schools fail to extract and construct meaning from and in the text respectively, hence they fail to achieve the main objective of reading. In standard III and IV, the strategies for teaching comprehension reading skills include another four strategies namely; summarizing what they read, guided reading, using text to support their

statements, and identifying the theme or idea of the text both in public and private schools. However, most teachers in public primary schools do not apply these strategies as recommended. The findings imply that some pupils in the public primary schools did not acquire the reading comprehension skills at all because the teachers did not adhere to the strategies of teaching reading comprehension skills. The second implication was that majority of the teachers had no mastery of the other five strategies recommended or they just neglect to use them. This is because the other five strategies for teaching reading comprehension skills were not so much used, (used at minimal rates). The overt practice is that majority of teachers do not use other strategies, hence denying some pupils to acquire the reading comprehension skills in Kiswahili. Therefore, one can say that failure of Kiswahili teachers to use all strategies together in teaching reading comprehension skills caused some pupils in primary schools to fail to acquire comprehension reading skills which are the major purpose of reading.

4.3.9   Steps for Teaching Reading Skills

In this subsection, the researcher investigated only the steps followed by teachers in teaching word recognition and Comprehension reading skills. The investigation on the steps of teaching word recognition was done in standard I because it is in this grade where the teaching of letters of the alphabet is done as initial step of teaching reading skills. However steps of teaching comprehension reading skills were done in standard II to IV. In the investigation, both questionnaire were administered to the teachers in schools and the observation carried out in the classrooms were done during the reading lesson.

4.3.9.1 Teaching Word Recognition

The researcher investigated whether teachers followed the steps of teaching these skills according to Mbunda (1974) and the Simple View of Reading-SVR Model namely:

1. Teaching the letters (starting with vowels, followed with consonants

2. Teaching syllables,

3. Combining (Blending) letters and syllables to form words

4. Breaking (segmenting) words into syllables and braking syllables into letters by spelling them and vice versa in the respective series (Rose, 2006, Pressley, 2001; Kalanje, 2011; Wedin, 2002; Reeves, 2008; Mbunda, 1974).

5. Teaching diagraphs (the sounds represented by two or three combined letters)

In addition to that, the syllabus for new curriculum of 2005 states the teaching of the reading comprehension to follow the above order. However, although some teachers' guide for teaching Kiswahili states the same order of steps in the teaching of reading skills, (i.e. the ones published by Oxford University Press), there are the teachers' guides (e.g. the ones published by Education Books publishers Ltd.) which reverse the order of steps in teaching reading skills. In this study, we used the steps for teaching reading skills as stated in the syllabus. This is because majority scholars propound the steps in the syllabus. Moreover, we are of the opinion that the order of steps for teaching reading skills stated in the syllabus is the correct one.

The researcher wanted to know whether teachers followed those steps in the order of series given when they were teaching word recognition skills. The researcher listed the above steps in the questionnaires of which the respondents (teachers) were requested to respond to. The responses listed were yes for those which they follow in

teaching word recognition and No, for those steps they do not follow because they are not relevant in teaching word recognition to standard I pupils. The listed steps are**:**

1. Teaching the letters (starting with vowels, followed with consonants),

2. Teaching syllables,

3. Combining (Blending) letters to form and syllables as well as words and sentences

4. Teaching diagraphs (the sounds represented by two or three combined letters)

5. Breaking (segmenting) and vice versa in series

Only teachers of standard I were requested to respond to the questionnaire administered to schools because these steps are followed in teaching standard I word recognition only.

4.3.9.2 Views of Teachers in Primary Schools

(i) Teachers of Standard I in Public Schools

The findings revealed that only 12.2 % (9) of all 74 teachers of standard I followed the steps listed in series whereas 87.8 % (65) of them did not follow those steps in that order. Table 4.18 illustrates the findings stated above.

Table 4.18: Views of Standard I Teachers in Public and Private Schools on the Steps followed by Teachers in Teaching Word Recognition

Grade	Variables					
	Steps followed by teachers when teaching pupils word recognition: 1. Teaching the letters (starting with vowels, followed with consonants), 2.Teaching syllables, 3.Combining (Blending) letters to form and syllables as well as words and sentences 4. Teaching diagraphs (the sounds represented by two or three combined letters) 5. Breaking (segmenting) and vice versa in series					
	Public schools		Private Schools		Total	
	Yes	No	Yes	No	Public	Private
Standard I	12.2%(9)	87.8%%(65)	87.5%(7)	12.5%(1)	100%(74)	100%(8)

Source: Field Survey (2012)

The steps for teaching word recognition can be considered in two perspectives:

(a) The sequence of teaching the letter sound relationships.

According to the 2005 primary school Kiswahili syllabus for the new curriculum (MoEVT2005:8) the steps for teaching word decoding are:

(i)   The teaching of relationship between sounds and letters of alphabets.The teaching begins with vowels such as /a/and [a], /e/ and [e], /i/and [i], /o/and [o], and /u/ and [u] ; followed by the sounds and letters of consonants such as /b/and [b], /c/and [č] /d/ and [d] etc.

(ii)   The teaching of syllables such as **ba, be, bi, bo, bu.**

(ii) The teaching of relationship between sounds represented by more than one letter (diagraphs) and the letters representing those sounds, such as /bw/ and [bw] like in [bwana](mister) /ch/ and [č] like in[čakula] (food), /nd/and[nd] like in[ndama](calf), /nz/ and [nz] like in [nzi](fly), /mbw/ and[mbw], like in [mbwa] (dog)etc.,

(vi) The teaching of capital letters like [A], [E], [I], [O], and [U].

In respect of the new curriculum, Kiswahili syllabus for primary schools as well as teachers' guide (MoEVT,2 005, Salim and Abdulla, 2006), the steps for teaching word recognition starts with teaching vowels (Salim and Abdulla, 2006) followed with consonants (*ibid*) and ends with the teaching of diagraphs and capital letters (*op. cit*). These steps are represented in Table 14.18.

(b) The sequence of activities to be carried out in teaching each sub component of the word recognition. In this study, the researcher refers to the first perspective steps for teaching word recognition.

The results above show clearly that (87.8 %) of all the teachers of standard I do not follow the required steps for teaching word recognition in public schools. These results are very critical for the teaching and acquisition of reading skills to primary school pupils in Kiswahili in Tanzania because the teachers of standard I are the ones to establish the foundation of reading for pupils. The findings are confirmed by the results of the class observation which indicated that the majority of teachers were teaching without following the required steps for the teaching of word recognition in which they could apply; associating letters with sounds, combining letters to form syllables and words (blending), and breaking words into syllables and letters (segmentation). In public schools, some teachers did not follow these steps in series in their teaching, but they showed letters written on the chalkboard, read them loudly to students and asked them to follow the way they (teachers) read. The teachers drilled pupils to cram the sounds related to symbols representing the letters on the chalkboard. However, other necessary activities were not used in teaching word

recognition. These finding suggests that since the majority of teachers (87.8%) did not follow the steps for teaching word recognition, some pupils did not acquire reading skills. This is caused by teachers failure to follow the recommended steps for teaching word decoding. Teachers' failure to follow these steps in that order had been caused by lack of conducive reading environment due to overcrowding, shortage of reading materials and partly by inadequate ability of teaching standard I. This is because some of standard I teachers in the public schools did not underwent the training of teaching reading skills in standard I, hence they are not qualified to teach these pupils through these steps effectively.

The failure of pupils to acquire reading skills in the public primary schools is confirmed by the findings in the UWEZO (2010) report on literacy and numeracy assessment in Tanzania. The UWEZO's (2010) findings imply that most of pupils in the public primary schools cannot recognize words and join them to form a continuous text in the reading process. Both UWEZO (2010) findings and the data found in the offices of the Misungwi District Education officer and the district school inspectors in Musoma Municipality confirm pupils' failure to acquire reading skills in the public primary schools in the area of study.

The failure of standard I teachers to follow the steps of teaching word recognition in the order shown in Table 4.18 is considered to be among causes of pupils' failure to acquire reading skills in Kiswahili in the public primary schools in the area of study. Teachers could develop pupils' word recognition skills if they teach them through the required order of steps while involving a wide range of activities in each step of teaching. For example, in the step of teaching the association of letters with sounds,

(vowels, consonants, and diagraphs) as well as combining letters to form syllables, words and sentences, teachers could perform the following activities in series with pupils:

(i) Introduce the alphabets by reading it loudly and showing the symbol representing the letter of alphabet, syllables and words either in card, or written on the chalk board.

(ii) Asking each pupil to pick the card or point it on the chalkboard and read it after the teacher.

(iii) Introduce the syllables as well as the word and sentence in the same way.

(iv) Pupils build the syllables from the alphabet cards such   as | b | | a | | b |

(v) Pupils build words from syllables such as | be | | ba | | beba |

(v) Pupils are directed to pick words and read them.

(vi) Pupils build phrases and word groups from the words such as:

| Kikombe | | na | | Kijiko |

Pictures of   the cup and the spoon could be used and pupils asked to match them with words. Furthermore, teachers could focus on individual syllables and sounds in language in the context of book reading. The above mentioned steps are not properly followed in teaching the word recognition in the public schools by majority of the teachers of standard I as indicated in Table 14.18, hence some pupils fail to acquire reading skills.

(ii)   Views of Standard I Teachers in Private Primary Schools

The findings revealed that the majority of teachers of standard I in private primary schools (87.5%) followed the steps listed in series. However, 12.5% of them did not

follow those steps in series. The findings for the private schools imply that most of pupils in those schools get an opportunity to develop word recognition skills because many teachers follow the required steps in teaching word recognition skills of reading. In the class observation, the researcher noted that teachers in these schools had access to a number of other reading teaching materials which supported them in teaching word recognition effectively through the recommended steps.

For example, there were a good number of alphabet plastic models at Paroma private primary school in Musoma Municipality of which pupils used to build syllables and words as well as breaking them into letters of alphabet. The practice enabled pupils to spell clearly the words they formed. Teachers at St. John Bosco were using the CD and DVDs in teaching word recognition step by step. Each teacher followed all the steps recommended in teaching some few pupils who happened to join standard I at their schools without mastering reading skills. In this study, some teachers of standard II were also found teaching word recognition at Paroma and Misungwi Private Primary Schools in Musoma Municipality and Misungwi District respectively. These were the pupils transferred from the public schools where they had completed standard I without mastering reading skills.

4.3.9.3 Steps for the Teaching of Comprehension Reading Skills
Word recognition is vital to reading comprehension. If children cannot recognize written words, then they will never extract meaning from them. According to Rose, (2006:88) comprehension occurs as the listener builds a mental representation of the information contained within the language that a speaker is using. The comprehension processes that enable the mental representation to be built up occur

at the word, sentence and utterance (text) level. Individual word meanings are identified from phonological input. Comprehension is an essential part of reading because it is the actual reason for reading, and that without comprehension, no reason for reading that takes place (Kalanje, 2011). Bearing in mind the views of Rose (2006) and Kalanje (2011) above, the researcher wanted to know whether teachers followed sequentially the order of steps as listed below in teaching comprehension reading skills;

(i) Teaching vocabularies,

(ii) Teaching language structure and other language lessons (eg. proverbs, figures of speech like metaphors, sayings, and riddles).

(iii) Reading aloud and asking pupils oral comprehension questions on the text read

(iv) Silent reading and asking pupils to answer comprehension questions on the text read.

The researcher therefore listed steps in the questionnaires of which the participants (teachers) were requested to respond to. The responses listed were Yes for those who followed the order in series when teaching comprehension reading skills and No, for those who did not. The findings of teachers' responses are as follows:-

4.3.9.4 Views of Teachers in Primary Schools Through Questionnaire

(i) Teachers of Standard II in Public Primary Schools

Although the new Kiswahili syllabus for primary schools indicated the teaching of comprehension reading to starts in standard I (MoEVT, 2005) the serious teaching of it begins in standard II after pupils have acquired basic reading skills in standard I. Hence the findings in this study revealed that whereas only 17.6 % of all 74 teachers

of standard II indicated that they follow the listed steps for teaching reading comprehension as they are listed in the order of series above, 82.4% of them did not follow the suggested steps of in series in teaching pupils comprehension reading skills. Table 4.19 illustrates the mentioned findings.

Table 4.19: Views of Teachers of Standard II in Public Schools on the Steps They Follow in Teaching Pupils Comprehension Reading Skills

Grade	Variables					
	Steps teachers follow in teaching pupils the reading comprehension are: (i)Teaching vocabularies, (ii)Teaching language structure and other language lessons (eg. proverbs, figures of speech like metaphors, sayings, and riddles). (iii) Teaching reading aloud and asking pupils oral comprehension questions on the text read (iv)Teaching silent reading and asking pupils to answer comprehension questions on the text read.					
	Public schools		Private Schools		Total	
	Yes	No	Yes	No	Public	Private
Standard II	**17.6%(13)**	(82.4%(61)	87.5%(7)	12.5%(1)	100%(74)	100(8)

Source: Field Survey (2012)

According to the Kiswahili syllabus for the new curriculum in primary schools in Tanzania (MoEVT: 2005), as well as the teachers guide for teaching Kiswahili in standard II (Abdullah and Salim, 2006), the teaching of comprehension should follow the steps listed in the order above sequentially. The teachers' guides mentioned above directs teachers to start teaching the reading comprehension lesson with reading aloud after teaching vocabularies and the structure of sentences in the text. Although some few teachers (17.6%) in the public schools taught the comprehension reading lesson according to the order in Table 14.19, a majority of them (82.4%) neither followed the steps in sequence as listed in the order of series above nor as stated in the teachers' guides. For example in observing comprehension

lesson taught for standard II, at Nguge primary school in Misungwi District, a teacher taught the comprehension lesson without asking them to read aloud before silent reading in a class of 42 pupils. The teacher introduced the lesson by asking questions to revise the previous lesson on vocabularies. Then she provided only 10 minutes for pupils in 4 groups of 10 pupils each with one textbook for each group to read silently. Later on she asked each pupil to answer the comprehension questions in writing and collect the exercise books for marking.

In this kind of teaching comprehension lesson, the teacher did not follow the steps as stated in the syllabus and in the teachers' guides. First, the only silent reading step for standard II pupils is not very useful taking into consideration that some of pupils for this grade did not acquire fluent reading skills in standard I. Therefore, there was no any evidence of all pupils to read and understand any message through silent reading only. Moreover, the other two steps namely, reading aloud and asking and answering oral questions for the reading comprehension skills were not adhered to in the lesson at all.

When the researcher looked at pupils answers to their marked comprehension reading questions they were asked, most pupils scored below 20%. The scores implied that most pupils did not comprehend neither interpreted properly the message contained in the text they had read. The teacher for this class at Nguge Primary school claimed that although the Kiswahili syllabus instructed them to start the comprehension lesson with reading aloud immediately after teaching vocabularies and the structure lessons, the teachers guide for teaching Kiswahili which they had was directing him to start the comprehension lesson by silent reading

and asking pupils to answer questions in writing. This teaching was contrary to the recommended steps for teaching reading comprehension lesson in the syllabus and the suggestions of most scholars (UNESCO, 2003; Pang *et al.,* 2003; MoEVT, 2005; Kalanje, 2011; Kumburu, 2011; TESSA, 2012).

In addition to that, the teacher asserted that most of pupils in this class were not ready to read orally because they had problem of the "Sukuma" language accent. Therefore, if he were to ask them to read aloud, he could waste the limited time allocated for the standard II lesson. This problem would have been solved by teachers to teach the Kiswahili language properly first before the reading lesson because pupils in the rural Sukuma areas who are admitted in primary schools are not able to speak Kiswahili. Moreover, the teachers who are teaching reading should be well trained.

According to the results given above, one can say that teachers' failure to follow the recommended steps of the comprehension reading skills is one of the factors which caused standard II pupils failed to acquire comprehension reading skills; and sustain their reading skills acquired in standard I. Consequently some pupils in standard II relapsed in illiteracy.

 (ii) Standard II in Private Primary Schools
The findings further indicated that 87.5% of teachers of standard II in private primary schools followed the steps of teaching comprehension reading skills sequentially as they are listed above, while only 12.5 % of them did not follow those steps. In the classroom observation conducted by the researcher at Busagara

private Primary School in Misungwi District, the researcher saw the teacher starting the comprehension reading lesson by reviewing the previous lesson in the previous day's Kiswahili lesson about the vocabularies in the passage which she intended to be read for five minutes. Then the teacher read aloud two first paragraphs of the passage titled "Nyoka na Jongoo" (a snake and the millipede) while pupils followed silently. After that she asked pupils to read the passage in chorus. After pupils read, she asked them if there was any new word they encountered. Then she asked them oral questions and assigned them the questions to answer in writing. Pupils responded to the oral questions successfully and collected exercise books at the end of the lesson for marking. This lesson lasted for 60 minutes because it was a double period class of 30 minutes each. When the researcher looked at the marked exercise books, most of pupils scored more than 80% marks. The implication of the findings above in this study is that majority of the pupils in the private primary schools acquired the comprehension reading skills and sustained their word recognition skills they acquired in standard I.

(iii) Standard III Teachers in Public Schools

The findings revealed that whereas only 16.2% of the teachers of standard III followed the order of the steps for teaching reading comprehension as listed in the series, 83.8 % of them did not follow the steps listed in that order. Table 4.20 illustrates the findings stated above.

Table 4.20: Views of Standard III and IV Teachers in Public and Private Primary Schools on the Stages to Follow in Teaching Pupils Comprehension Reading Skills

Grade	Variables					
	Steps teachers follow in teaching pupils the reading comprehension are: (i) Teaching vocabularies, (ii) Teaching language structure and other language lessons (e.g. proverbs, figures of speech like metaphors, sayings, and riddles). (iii)Teaching reading aloud and asking pupils oral comprehension questions on the text read (iv)Teaching silent reading and asking pupils to answer comprehension questions on the text read.					
	Public schools		Private schools		Total	
	Yes	No	Yes	No	Public	Private
Standard III	16.2 %(12)	83.8 %(62)	75 %(6)	25%(2)	100%(74)	100%(8)
Standard IV	**2.7%(2)**	97.3%(71)	87.5%(7)	12.5%(1)	100%(73)	100%(8)

Source: Field Survey 2012

In standard III, pupils read more extended texts. These texts are in two groups namely narrative and expository texts (Yambi, 2010). Standard III Kiswahili textbooks are categorized as narrative texts. In order for standard III teachers to achieve the objectives of the reading comprehension lesson, they are required to follow sequentially the steps listed in the order above. However, majority of the teachers (83.8 %) for standard III in this study did not follow the recommended order of steps as listed for teaching the comprehension reading lesson.

In observing comprehension lesson taught by the teacher for standard III at Sanjo primary school in Misungwi District, a teacher taught the comprehension lesson without asking pupils to read aloud before silent reading in a class of 82 pupils. The teacher introduced the lesson by asking questions to revise the previous lesson on vocabularies. In this double period lesson of 80 minutes she provided fifteen minutes for pupils in 6 groups of 13 to11 pupils each with one textbook for each group to read silently. The pupils who had no textbooks sat around pupils who had the

textbook and given the size of the groups majority of the pupils could not read the text. Later on the teacher asked each pupil to answer the comprehension questions in writing and collect the exercise books for marking.

This kind of teaching comprehension lesson by this teacher at Sanjo primary school did not follow the steps for teaching this lesson as required. This is because the other two steps namely, reading aloud and asking and answering oral questions for the reading comprehension skills were not followed at all. The teacher for this class claimed that although the Kiswahili syllabus stipulates that comprehension lesson should start with reading aloud immediately after teaching vocabularies and the structure, the teachers' guide (Masoud, 2007) used by the teacher for teaching the lesson was directing teachers to start the reading comprehension lesson with silent reading and asking pupils to answer questions in writing. This is contrary to the steps recommended by scholars (Mbunda, 1974, Reeves, *et al.,* 2008) for the teaching of reading comprehension lesson.

The kind of teaching reading comprehension lesson   by the teacher at Sanjo primary school did not provide an opportunity for pupils to develop and demonstrate their ability in the reading comprehension skills. Only those pupils who had the books read. In addition to that, the teacher could neither know whether they comprehended the text, nor he made any follow up of pupils who answered the comprehension questions for determining if what he taught was understood. Moreover, he did not provide an opportunity for pupils to express their problems about the lesson so that he could help them. Neither did the teacher follow the other steps nor performed other strategies such as meaning clarification, for some words and sentence

structures which were difficult to pupils. Although the instruction for teaching the reading comprehension lesson in teachers guide for teaching Kiswahili in standard III (Masoud, 2007), does not follow the steps listed in the Kiswahili syllabus, and in the table above, the teachers did not follow it at all in the teaching of this reading comprehension lesson. Therefore, his teaching was not properly done. In looking at pupils' marked exercise books, only five pupils scored more than 30%.

The negative effect of the failure of the teacher at Sanjo primary school to follow the order of teaching reading comprehension lesson at this class is evidenced by the their reading performance 26% of the registered pupils in this class were unable to read by the end of 2013. Following the results given above, one can say that failure for teachers to follow the recommended steps of the reading comprehension skills is one of the causes for standard III pupils to fail in acquiring reading comprehension skills; hence they do not sustain their reading skills acquired in standard I and II and relapse into illiteracy.

(iii) Teachers of Standard IV in Public Schools

The findings in this study revealed that whereas 97.3% of the teachers of standard IV pupils in the public schools did not follow the order of steps for teaching reading comprehension only 2.7%(02) teachers followed the order recommended (see table 4.18 above). In teaching the reading comprehension lesson at this grade, the teachers are required to follow the recommended order for steps of teaching   reading comprehension by using more reading strategies. According to the findings in this study (see Table 4.20), 97.3% of the teachers of standard IV did not follow the recommended order of steps for teaching the reading comprehension lesson. The

findings suggest that many standard IV pupils did not get the opportunity to develop their ability in the reading comprehension skills in most of the public primary schools in the area of study. Consequently they failed to acquire this necessary reading skill at this grade. In addition, the findings imply that teachers' failure to teach the comprehension skills in standard IV as required causes pupils to experience difficulties in acquiring the skills even in the higher grades from standards V to VII in primary schools in Tanzania.

It has been noted in this study that the reading achievement for standard IV pupils was not encouraging as confirmed by the data from the D.E.O's office in Misungwi District Council and the office of the district school inspector at Musoma Municipality (see Table 4.3 - c.f. 4.2.2). According to that data, 73.5% of 680 standard IV pupils in Misungwi District could not read by the end of 2012. In addition, 26.5% of 680 standards IV pupils could not read in the same year in Musoma Municipality. [See table 4.3(cf.4.2.2) and appendix 7 in this study]

One can conclude that teachers' failure to follow systematically the steps for teaching reading comprehension skills sequentially in standard IV is one of the causes for pupils' failure to acquire reading skills. For example in observing comprehension lesson taught by the teacher for standard IV, at Nyakato B primary school in Musoma Municipality, the researcher found a teacher teaching reading comprehension lesson without asking them to read aloud before silent reading. Then she provided fifteen minutes for pupils in 5 groups of 8 to 9 each with one textbook for each group to read silently. Many of pupils in the reading class could not read the text. Later on the teacher asked each pupil to answer the comprehension questions in

writing and collect the exercise books for marking. When the researcher looked at pupils exercise books, he found out that, the above mentioned at Nyakato B primary school teacher for standard IV in Musoma Municipality did not follow the order of steps for teaching this lesson as required. In her teaching the teacher ignored the other two steps namely, reading aloud and asking and answering oral questions for the reading comprehension skills.

The teacher did not provide enough time for pupils to develop their ability in reading comprehension skills. In this case the teacher could not know whether they comprehended the text, nor could he make any follow up of pupils who answered the comprehension questions in order to determine if what he taught was understood. Moreover, he did not provide an opportunity to pupils to express their problems about the lesson so that he could help them. The teacher neither went through the other steps of teaching comprehension reading skills to pupils nor applied other strategies such as meaning clarification for some vocabularies and sentence structures which were difficult to pupils.

Although the instruction for teaching reading comprehension lesson for standard IV in the Kiswahili syllabus ((MoEVT, 2005) shows clearly that the comprehension lesson had to start with oral reading after the teacher taught vocabulary and language lessons the teachers guide for teaching Kiswahili in standard IV (Isaya, 2008), used by the teacher did not follow that order of sequence. However, despite of all these contradiction, the teacher also did not follow the sequence in both the syllabus and the teachers guide in teaching that reading comprehension lesson. Therefore, the teaching of this lesson was not properly done. The negative effect for the failure of

the teacher of this grade at Nyakato B primary school to follow the order of teaching reading comprehension lesson is evidenced by the 23% standard IV pupils who had no ability to read at the end of 2012 as illustrated in serial number 42 in Appendix 7 in this study. There are some other factors contributing to the difficulties teachers face in teaching reading comprehension such as shortage of textbooks and overcrowding in the classrooms.

However, it is imperative for the sequence of steps for teaching the reading comprehension in table 14.19 to 14.20 to be followed by teachers in order to make it successful. For example, one would not expect pupils to read silently in the absence of adequate number of textbooks. In such a situation, pupils could be asked to read orally in turn while some of them who have no books listen and follow carefully. Finally, a teacher could write on the chalkboard some paragraphs of the passage read and either ask pupils to respond to the questions written on the board or assign them to summarize that text. In so doing, pupils could develop both the reading comprehension skills, listening comprehension skills, and the writing skills.

(v) Teachers of Standard III in Private Primary Schools

The findings from private primary schools revealed that 75 % of all teachers of standard III followed the steps listed in series whereas 25% of them did not follow those steps in the order they are listed. For example, a teacher at Amani Private Primary School in Musoma Municipality was found teaching the reading comprehension lesson through the story titled "Uzee siyo ugonjwa'(literally- old age is not illness). The teacher started the lesson by providing a brief explanation about the role played by some retired teachers who are teaching standard I and II pupils at

their school. He told them that although those teachers were old, still they serve the Nation in teaching pupils for standard I and II in a better way than some other young teachers. Lastly he said that "Uzee siyo Ugonjwa" (old age not illness) implies that in spite of old age of some people, still they have very important roles to play in the community. After introducing the lesson, the teacher asked pupils to read the story loudly individually one after another in turn while others follow silently.

The teacher interrupted pupils while they were reading and asked them some questions and asked then others to answer before the reading proceeded. The teacher then corrected pupils' work and provided the correct ones to them orally whenever there was a mistake. The interruption enabled all pupils to listen and follow carefully what their fellow pupils were reading. The reading aloud part was very crucial because it focused on the correct pronunciation and recognition of words, stress, duration, and pitch, of which if mistaken, the meaning of the text is distorted. The correct pronunciation of words and stress, duration, and pitch are very crucial in conveying the intended meaning of the text.

The teacher then asked pupils to read in chorus in their respective groups in turn from one group to another. Chorus reading gives pupils confidence to read on their own without fear of making mistakes (Hoover and Gough,1990). Therefore, chorus reading helped the teacher to determine whether pupils read correctly and recognize all the words and phrases they read or not. In addition, to that chorus reading helps the teacher to identify the fluent reading difficulties which pupils face and correct them. Comprehension reading skills are the skills which enable pupils to read for meaning. Therefore, if it is not successfully taught, pupils will not acquire it, hence

they may end up in confusion of ideas they read and fail to understand the message contained in a given text. Therefore, individual oral reading and in chorus is important before silent reading. After the chorus reading, the teacher asked all pupils to read silently and answer the comprehension questions in their textbooks. The teacher marked the exercise books of all pupils who completed answering the questions in the classroom. When the researcher looked at the marked exercise books, found all pupils correctly answered all the questions.

The findings above imply that compliance of all the standard III teachers (the average of 100%) with the order of steps of teaching reading comprehension in private schools provided more opportunity to most of the pupils to acquire the skills of reading comprehension. Therefore, one can conclude that there is close relationship between the teaching of reading skills by following the recommended order of steps sequentially in teaching reading skills and acquisition of the reading comprehension skills. It is noted in this study that the higher the number and percentage of teachers following that order, the more the number of pupils who acquire reading skills. Therefore, teachers for reading skills should follow the recommended order of teaching reading comprehension skills in teaching the skills in order for pupils to acquire and sustain them as a whole.

(vi) Teachers of Standard IV in Private Primary Schools

The findings in this study further revealed that whereas 93.8% of teachers of standard IV followed the steps as they are listed in the order of series above, 6.2% of all teachers of standard IV pupils did not follow that order of steps in their teaching of comprehension reading skill. For example, in the class observation at Immanuel

private school in Musoma Municipality the researcher found a teacher teaching reading comprehension lesson through the story titled "Juhudi mtoro"(literally- The truant Juhudi). He introduced the lesson by asking pupils questions on advantages and disadvantages of truancy. Pupils answered the questions orally individually. Then he clarified the story by telling pupils the structure of the story. Then, read one paragraph of the story loudly while pupils listened and followed silently. The teacher then asked pupils to read the story loudly individually one after another in turn while others follow silently.

The teacher interrupted pupils while reading with some questions and asked others to answer before the reading proceeded. The interruption enabled all pupils to listen and follow carefully what their fellow pupil was reading. After pupils had read aloud the teacher asked all of them to read silently and answer the comprehension questions in their textbooks. Any pupil who completed answering the questions, rose up the hand. The teacher went round the class and marked the exercise books of all pupils who completed answering questions. He completed marking all pupils' exercise books and did corrections with them within the period of 80 minutes in one lesson. All the correct answers were written on the blackboard and copied by pupils. All the activities were undertaken in a class of 15 pupils within the double period of eighty minutes. The implication of the findings above is that most of pupils got an opportunity to acquire reading comprehension skills through the teachers' compliance with the recommended order for steps for teaching reading comprehension skill. The teaching of comprehension reading lesson in private schools by standard IV teachers was done very carefully and properly according to

the order for steps of teaching comprehension reading skills. Although some teachers changed the order for steps of teaching the lesson in starting with reading aloud in the class contrary to the teachers guide (Isaya, J.K, 2008) which require teachers to begin with silent reading; the lesson was very effective.

4.3.9.5 Discussion

Both language comprehension and decoding are necessary for reading comprehension success (EACEA, 2011). Therefore, the foundation of comprehension reading skills begins right from standard I and II where word decoding and teaching of language instruction is fully done. It is emphasized that comprehension occurs as the listener builds a mental representation of the information contained within the language that a speaker is using (Rose, 2006). According to SVR conceptual framework, comprehension means understanding of language whether it is spoken or written (*Ibid*).

Gough and Hoover (1990) contend that children use comprehension process to understand written text which is the same as those they already use to understand spoken messages. The difference lies in the fact that children access written texts through their eyes rather than through their ears. They have to incorporate visual word identification processes into the comprehension system, but the system remains the same be it for oral or written language (Gough and Hoover, 1990). In reference to the above observations, the teaching of reading comprehension will be successful only if pupils have the mastery of word recognition. Therefore, children who can read words accurately and rapidly have a good foundation for progressing well in comprehension. The teaching of reading comprehension should aim at

enhancing the mastery of word recognition as well as language comprehension which pupils acquired in the previous grade. According the research findings presented above, a majority of teachers of standard II to IV in the public schools did not teach comprehension reading skills properly (see Table 4.19). On the other hand, the teachers in private primary schools were able to teach the reading comprehension skills better than those in the public primary schools. One of the implication of these results is that, majority of the teachers in the public schools have no access to teaching materials for reading. This is attributed to either lack of knowledge of teaching reading skills according to the recommended procedure or simply ignores them even where they know them. This is partly because of lack of adequate reading materials or unfavorable reading and teaching environment. Many of the public schools have too many pupils in a class or very few books or have no books at all for pupils to read except listening to fellow pupils reading or the teacher reading for them.

The Kiswahili syllabus for primary schools in Tanzania (MoEVT, 2005) for the new curriculum stipulates steps for teaching reading comprehension to start with oral reading followed by silent reading. However the sequence of order for steps of teaching reading comprehension in the teachers' Kiswahili guides differs from one publisher to another For example, whereas, the first step for teaching reading comprehension lesson in the Kiswahili teachers' guides published by Education Books Publishers LTD (Isaya, 2008; Masoud, 2007) is silent reading, the first step in the teachers' guide published by Oxford University Press (Abdulla and Salim, 2006) is oral reading followed by answering questions both orally and in writing. The right steps to be followed by teachers should be those stipulated in the syllabus.

Therefore, teachers are not supposed to be totally accused of their failure to comply with the steps required to be followed in teaching the skills. Moreover, some schools lack both teachers guides and the syllabus. Hence, they just teach following the steps they know by chance. For example, the teachers at Musoma, Nyakato B and Songambele B primary schools in Musoma Municipality told the researcher that they had neither Kiswahili syllabus for primary schools nor any teachers' guides for teaching Kiswahili. They were just using their own experiences and the previous notes they had for teaching Kiswahili in those grades. Therefore, although the Kiswahili syllabus for primary school should be the basic guideline, in some schools teachers have no access to it. Some teachers are lacking adequate knowledge on the appropriate steps to follow, and activities to apply in teaching reading comprehension skills in standard II to standard IV.

Therefore, shortage of appropriate teachers' guides and the Kiswahili syllabus in some schools as well as inadequate competence of some teachers to teach reading comprehension skills successfully are some reasons for the failure of some pupils to acquire reading skills in the public primary schools. For teachers to teach reading comprehension skills properly the Ministry of Education and Vocational Training should deliberately work on special prorgammes for teaching reading to primary school teachers so as to empower teachers to acquire the needed skills for teaching comprehension reading skills. If teachers continue to teach without confidence on what they are to teach in reading lessons, some pupils will continue ending up failing to acquire the expected reading skills by the time they complete their studies at various grades from standard I to IV.

4.3.10 Views of Tutors in Teachers Training Colleges on Steps of Teaching Word Recognition and Comprehension Reading Skills

In order to determine whether tutors train student teachers on the steps to follow in teaching reading skills, the researcher interviewed Kiswahili tutors at four teacher's training colleges namely; Butimba, Tarime, Murutunguru, and St. Alberto. The tutors were asked to mention the steps for teaching reading skills they teach grade "A" student teachers.

4.3.10.1 Views of Tutors for the Teaching of Word Recognition for Standard I Pupils

According to the 2005 primary school Kiswahili syllabus for the new curriculum, word recognition is taught at standard I only. The syllabus listed the teaching of letters, syllables, diagraphs, words, short sentences and dictation in the process of teaching word recognition (MoEVT, 2005). However in the focus group discussion Kiswahili tutors mentioned writing the letter on the chalkboard, pronouncing the letter, and pupils to follow the way a teacher pronounces the letter as the steps they teach their student teachers for teaching Kiswahili at primary schools in Tanzania. These findings imply that tutors are not well conversant with steps for teaching word recognition skills as recommended in the syllabus as well as studies on reading skills in primary schools (MoEVT, 2005; Reeves *et al.,* 2008; Passos, 2009; Kumburu, 2011; Kalanje, 2011). According to the tutors' response in the focus group discussion, some of the primary school teachers are not properly taught the required steps for teaching reading word recognition skills at the teachers' training colleges. From this discussion we can conclude that student teachers lack knowledge and skills on the correct order for steps of teaching word recognition as required. As a

result of this they are bound to   fail to teach word recognition properly as observed by Idogo, (2011) that there is an accumulating body of evidence that the teachers have not been doing as well as they should in teaching word recognition leading some pupils' failure to acquire reading skills. Following the issues addressed above, some pupils taught by teachers who were not properly trained according to the recommended steps of teaching word recognition during their training do not acquire the skills in reading. Pupils who had passed standard I without acquiring the appropriate reading skills, will find it difficult to acquire reading comprehension skills because the purpose of subsequent classes is not to teach the techniques of word recognition, but to read with comprehension.

4.3.10.2 Views of Tutors for the Teaching of Reading Comprehension Skills in Standard II to IV pupils

In the focus group discussion, tutors stated four steps of teaching reading comprehension they teach their student teachers:

(a)   Pre reading which applies the teaching of vocabularies and punctuations,

(b)   Preparing text to read,

(c)   Reading,

(d)   After reading.

Some tutors failed to mention any steps for teaching reading comprehension skills. These findings contradict the steps for teaching reading comprehension skills recommended by MoEVT as found in the 2005 Kiswahili syllabus for the new curriculum. According to that syllabus, reading comprehension skills are taught at standard I and II as well as standard III and IV (MoEVT, 2005). The syllabus clearly states steps to follow in teaching reading comprehension skills at   each   standard as follows:

(a) Standard I- punctuation is taught and practiced. Vocabularies for this grade are in the reading materials. Oral reading is provided

(b) Standard II- teaching vocabularies, structures and proverbs, silent reading, fluent reading aloud in that order. At this grade there are specific vocabularies to be taught. The syllabus takes for granted that punctuation was already taught in standard I, hence it is no longer taught in standard II.

(c) Standard III- supplementary story books and newspapers which were lacking in standard I and II are accessed. Oral fluent reading continues in textbooks. Serious teaching of comprehension reading skills begins at this grade.

(d) Standard IV – The teaching of comprehension reading skills continues at this grade. Furthermore the strategy of "retelling the story pupils had read" is taught at this grade. On the other hand, most scholars mention the steps for teaching reading skills at this grade to include vocabularies, structures and proverbs, silent reading, reading aloud and asking and answering questions on the passage read to be taught in the respective order (Mbunda, 1974; Pressley, 2001; Kemizano, 2011).

4.3.10.3 Discussion

The above findings reveal that Kiswahili tutors do not teach the student Kiswahili teachers the proper steps to follow in teaching word recognition and reading comprehension. Following these results, the performance of teachers in teaching these reading skills is inadequate hence causing some pupils at standard I to standard IV to complete their studies without mastery of word recognition and reading comprehension skills. Studies carried out in Tanzania and some SACMEC countries

confirm that some primary school teachers' confidence in teaching is doubtful due to inadequate skills of teaching reading in primary school curriculum because of poor training (Reeves, *et al.,* 2008; Passos, 2009Kumburu, 2011; Ngorosho, 2011) Some Kiswahili teachers of standard I to IV in the study area face the same problem. They fail to teach word recognition and comprehension reading adequately and consequently some pupils in the public primary schools fail to acquire reading skills.

4.4 Other Factors which May Affect the Teaching of Reading Skills

The findings in this sub topic are based on the qualitative responses from the structured and semi structured interview questions, lesson observations done by the researcher as the teachers conducted their lessons. The first research question was to find out views of district and municipal education officers, district inspectors of schools, Kiswahili tutors at teachers' training colleges, and Head teachers on other factors which may affect the teaching of reading skills.

4.4.1 Views of District and Municipal Education Officers

Education officers in Misungwi and Musoma Municipality were interviewed by the researcher in order to find out their views on other factors that may affect the teaching of reading skills in Kiswahili in primary schools. The results are categorized in three main areas:

(i) Inadequate training of teachers:

(ii) Lack of Pre-primary School Education for Pupils Enrolled in Std I

(iii) Overcrowding of pupils in the classrooms

(a) Inadequate Training of Teachers

Both the education officers explained how teachers had trained in the past. According to the officers, teacher trainees ought to be trained to prepare a good number of teaching materials such as reading cards, wall alphabetic charts and other materials to carry with them when they report to the in work stations after completing their training. This is not the case any more now.

The education officers further pointed out that although all primary school teachers are supposed to be taught the methods of teaching all subjects in primary schools, in practice they perform very poorly when teaching reading skills in primary schools. Both the M.E.O. and the D.E.O noted that in the past primary school teachers were trained for two years in the college. Later on the period of training changed to one year in the college and another one year in the field. The changes caused the training of primary school teachers in colleges to be done haphazardly, hence some teachers failed to acquire the full content of knowledge and skills of teaching reading skills in Kiswahili when they go to schools.

(b) Lack of Pre-primary School Education for Pupils Enrolled in Std I

It was further explained that children who did not attend pre-primary school could not match with other children who had attended pre primary schools for two years because they were admitted to standard I when they were already literates. As a result of this, teachers sometimes move with those who have already acquired reading skills, hence leaving the rest with little attention. Subsequently, these pupils are discouraged as they lack motivation to learn to read.

(c)   Overcrowding of Pupils in the Classrooms

According to education officers overcrowding was another factor affecting the teaching of reading skills. This condition causes teachers fail to use the methods of teaching reading skills effectively. They explained further that the number of standard I and II pupils in most of schools particularly in the urban and semi urban areas is too big to teach effectively within the 30 minute period of teaching. In the observations carried out by the researcher, three schools namely Buhare, Nyakato (in Musoma), and Mabuki in Misungwi were found with 120, 100 and 150 pupils respectively in one class. With such big numbers of pupils in one room it is difficult for a teacher to attend each individual pupil depending on differences and difficulties in teaching reading skills. Even if teachers had (1) adequate knowledge and skills of teaching reading and (2) reading materials, for teaching reading skills, class size would be an inhibiting factor. Therefore, the teacher has to be very innovative to apply the different methods of teaching reading skills to fit different situations.

4.4.2   Views of District Inspectors of Schools

Primary school inspectors had the following views as regard to the reasons why some primary school pupils fail to acquire reading skills; Shortage of qualified teachers to teach reading skills, lack of teaching and learning resources, and pupils' truancy

(i)   Shortage of Qualified Teachers for Teaching Reading Skills

School inspectors were of the opinion that public primary schools did not have adequate number of well-qualified teachers for teaching reading skills in Kiswahili.

Here reference is made to the teacher's inability to plan reading activities, strategies, and steps of teaching that will enable pupils to participate actively in learning to read process. They also referred to teachers' inability to use the proper methods of teaching reading skills.

This is an obvious case in most urban and semi urban public primary schools in Tanzania where shortage of teachers and the excessive number of pupils lead to either combining pupils of two streams into one or forming double session so that one teacher can teach standard I pupils reading skills. For example, the researcher witnessed shortage of teachers for teaching reading skills in standard I at Rwamrimi Primary school in Musoma Municipality where one qualified teacher had to teach standard I pupils in the morning and afternoon sessions in shift without rest. This implies that pupils who attended afternoon session would not be taught well because the teachers were already exhausted even if they were well qualified.

The teacher complained that the teaching of seven subjects for standard I on herself was too big workload for any teacher to do. The subjects are (i) Arithmetic, (ii) Kiswahili language (including reading in Kiswahili as an independent subject) (iii) English language, (iv) skills of work, (v) TEHAMA (Information technology), and (vi) social studies. All these factors affect the teacher's ability to teach reading skills properly to standard I pupils and as a result of this some pupils complete standard I without mastering reading skills. District school inspectors in both Musoma Municipality and Misungwi District said repeatedly that teachers failed to apply appropriate methods of teaching reading skills to standard I to IV. They argued that the common known method of teaching which is familiar to the majority of teachers

is participatory methods of teaching which is applicable for teaching all subjects in schools though many teachers do not apply it effectively, for the simple reason that they are not well conversant with it. Participatory method of teaching reading skills cuts across all the methods of teaching reading skills because in using it, pupils participate in various activities within any method of teaching reading which a teacher will use. According to school inspectors the teaching methods teachers apply are contrary to specific methods of teaching skills.

However, although they claimed that teachers were not able to apply proper methods of teaching reading skills, they could not clearly state the required methods except "whole word method for teaching reading skills in standard I. The responses of primary school inspectors imply that some of them are not well informed of the methods of teaching reading skills also namely, alphabetic (bottom up) and the interactive methods of teaching reading skill. Because of this shortcoming they can not be in a position to guide the teachers properly on what methods to use in teaching reading skills hence the teachers continue to teach the way they think is correct and some pupils continue to fail to acquire the required reading skills.

During class observation of teachers teaching various lessons of reading skills, the researcher noted that some of the teachers neither performed strategies required in teaching reading skills effectively nor followed properly the recommended methods and steps for teaching various reading skills in word recognition fluent reading and comprehension skills in Kiswahili. The issue of under qualified teachers is evident in the assessment reports of the primary school inspectors in many schools for standard I teachers in public primary schools. In these reports it is noted that teachers fail' to

teach adequately and to use the relevant teaching methods. The negative effect in relation to the reports is confirmed by the number of pupils completing standard I and even standard II without mastery of reading skills in the schools as shown in Table 3.4 (c.f. 4.2.2). The Kiswahili syllabus for primary schools in Tanzania for the new curriculum prescribes a combination of alphabetic (bottom up), and whole word (top down) methods as the methods of teaching reading skills in standard I (MoEVT, 2005).

According to Mbunda (1974) the other methods of teaching reading skills are sound, syllabic and sentence methods. In addition, Kiswahili, sounds of alphabet are taught within the words (ibid). These methods are stated in the primary school Kiswahili syllabus and teachers' guides for teaching reading skills in standard I.

(iii) **Lack of Teaching and Learning Resources**

Inadequate textbooks, supplementary books and other reading materials such as wall alphabet and picture charts, letter, syllable, and word cards etc. was one of the major issues raised by school inspectors as contributing factors to pupils failure to acquire reading skills. In this study inspectors of schools linked the failure of proper teaching of reading skills in Kiswahili in public primary schools with the shortage of teaching and learning resources and lack of conducive learning environment. One aspect of learner participation in the reading lessons is the opportunity to interact with the written text (prints) in a variety of textbooks, supplementary books and other supplementary reading materials. The scarcity of teaching and learning resources is a common phenomenon in public primary schools in Tanzania. A study carried out in May 2011 by Uwazi (2011) in three municipals of Dar es Salaam city

found out that teaching and learning resources particularly textbooks were very few and sometimes they were none in all the surveyed schools with the exception of Mlimani primary school in Kinondoni municipality. The question is, how can pupils read without materials for reading? In one of the reading comprehension lesson at standard III the researcher observed at Ng'wanangwa primary school in Misungwi District that only the teacher had the book in which she read loudly to a class of 120 pupils who were listening and then answered questions she asked at the end of the reading.

(iii)   Pupils' Truancy

According to Wikipedia (2010), truancy is any intentional unauthorized or illegal absence from compulsory schooling. The term describes absences caused by students on their own free will, and usually does not refer to legitimate "excused" absences, such as ones related to medical conditions. The term's exact meaning differs from school to school, and is usually explicitly defined in the school's handbook of policies and procedures (*ibid*). O'Connor, C., et al., (2007) point out that truancy often has immediate consequences for students in terms of reduced academic achievement because students have more limited opportunities for learning when they are absent from class. The reasons for student's truancy can be attributed to individual pupils, family, school and community. For example, students may skip school because of school phobia, learning disabilities, or difficulty in getting along with other students or the teachers (ibid). Families may have chaotic living conditions or parents may have poor parenting skills that affect their ability to monitor and encourage their child's school attendance. School factors causing truancy rates include problems with bullying and teaching methods perceived as

boring by students. Irregular attendance of pupils to school is another factor mentioned by school inspectors as the contributing factor affecting the teaching of reading in primary schools. Most pupils in Misungwi District come from the rural pastoralist areas where cattle-keeping is considered as a sign of wealth. Pupils who come from the lake shore are employed in fishing as means of assisting their parents to earn a living. Similarly, in Musoma there are pupils who come from the sub urban areas where fishing is the core economic activity for most parents to earn their living. Some parents involve their children in herding cattle as well as fishing during the school days.

School inspectors also claimed that poor condition of some schools such as shortage of desks causes some girls to abscond classes during their menstruation periods. Some pupils are said not to attend school because of lack of either breakfast and lunch or lunch only throughout the day when they are at school. According to the school inspectors, pupils who did not attend schools regularly; miss chronological sequence in the reading classes and fail to follow what is taught by teachers. School inspectors emphasized that despite the stipulation on compulsory enrollment and attendance education act no. 25 of the 1978 as amended in 1995, in the act of education no. 10 (URT, 1979, 1995) teachers fail to enforce it in order to eliminate truancy. Irregular attendance of pupils caused teachers to face problems in teaching reading skills continuously because truant pupils did not follow what teachers taught sequentially when the lessons for those who were regularly attending were ahead of the truants. Moreover, teachers failed to plan how to attend the individual truant pupils' problems in reading when they came back to schools after a period of time of their absence. In most cases, teachers decided to ignore them and proceeded with

those who attended school regularly. As a result of this, some pupils failed to acquire reading skills. Therefore, pupils who miss classes lag behind and complete a given grade without mastery of certain reading skills.

4.4.3 Views of Public and Private Primary School Head Teachers

Head teachers from both public and private schools gave two reasons which they thought had an impact on the failure of some pupils to acquire reading skills namely;

(a)   Regular changes of curriculum while teachers have not been prepared for the change.

(b)   Lack of pre- primary education for all pupils admitted in public primary schools

(i)   Regular Changes of Curriculum While Teachers are not Trained

Regular changes of curriculum which take place in the country while teachers are either not trained or partially trained for one to two days on how to teach reading skills, could not help teachers to teach effectively according to the new curriculum. They said that this is one of the factors affecting the teaching of reading skills in primary schools. They mentioned an example of the training of the so called "*mhamo wa ruwaza*"(paradigm shift) training for teachers which was conducted in one day with the objective of training teachers so that they can teach reading skills according to the new curriculum.

(ii)   Lack of Pre-Primary Education for Standard I Pupils Admitted in Public Primary Schools

Head teachers argued that those pupils who are admitted to standard I without attending pre primary education for two years made the teaching of reading skills in

this class to be difficult. Although the MoEVT has directed all primary schools to establish pre-primary education classes, there is no law binding parents to enroll their children to pre primary education classes. Those pupils who join standard I in public primary schools without attending pre primary education classes fail to catch up with those who attended the pre primary education. The implication is that teachers ignore all those pupils who did not attend pre primary education classes and continue with those who had already some acquired reading skills in pre-school education. The ignored pupils will remain without acquiring reading skills in Kiswahili.

4.4.4 View of Teachers on other Challenges they Face in Teaching Reading Skills

In this subsection, the researcher prepared a list of challenges which teachers were requested to indicate whether it was true or false that they were the challenges they face in their teaching of reading skills to their pupils. Teachers of standard I mentioned many challenges. However the most critical ones was overcrowding in the classroom. Others were:

(a)   Many subjects taught in standard I and II

(b)   Shortage of textbooks and other reading teaching materials.

In this subsection, the researcher looks at the overcrowding in the classroom only because the other challenges are discussed in the next section.

(iii)   Overcrowding in Classroom for Standard I-IV Pupils

According to the research findings of this research, 79% of all teachers of standard I noted that they have overcrowded classes. This problem is very common in the

public primary schools in the urban and suburban areas. For example, a single teacher was found teaching a class of 102 standard I pupils at Nyakato B primary school in Musoma municipality. In teaching association of the letters /l/ and /r/ with their sounds in a lesson of 30 minutes in that class, she asked pupils to read orally (aloud) the letters in chorus by listening to her the way she pronounced them. Later on she asked each pupil to read the letters orally one after another while she was assisting them to distinguish the difference between the two. Since each pupil spent more than two minutes, only ten pupils practiced the reading while the rest were making noise without paying attention to those who were reading.

The experience of Nyakato B in Musoma Municipality shows how difficult it is to teach reading to the beginning readers in an overcrowded class. Overcrowding is also a challenge to the teacher in controlling the class. Following the above observations, it is apparent that overcrowding of classes seriously contributes to the failure of some pupils in the public primary schools to acquire reading skills as teachers fail to attend them individually with regard to individual problems or develop their ability in phonemic and phonological awareness as well as word decoding. This is in contrast with private schools where a class may have pupils ranging from 15 to 40. Although the second phase of NSGRP (MKUKUTA) for 2010/11 to 2014/15 addresses the necessity of reaching the target of regulating the number of pupils in the classrooms to the ratio of 1:25(P .), the current situation(of 1:70 for 2012) at standard I and II is not promising (MoF, 2012).

4.4.5 Discussion

The acquiring of reading skills by primary school pupils depends on proper teaching by teachers who are competent in methods of teaching reading skills. The study

revealed that some teachers lacked adequate training of the required and recommended methods of teaching reading skills. Studies conducted elsewhere in Africa indicated that the speed with which pupils read in the first grade is directly related to the methods used as a starting point to acquire reading skills (Passos, 2009). The knowledge that the teacher possess about the methods and the use of those methods by the teacher is very crucial for the teachers' performance in teaching reading skills, and for pupils' achievement in reading skills. For example, the alphabetic method introduces pupils to the alphabet. The disadvantage of this method is that it makes one to spell out the words and not to read full sentences. The whole word method introduces pupils to words or sentences, and in so doing it makes them read a sentence with fluency and comprehension. Research has shown that there are advantages and disadvantages to both methods. It is therefore important to use all the methods, singly or in combination depending on what the teacher wants to teach.

The appropriate method of teaching reading skills for standard I which is proposed by the researcher is a combination of both alphabetic and whole word methods. This is what is called the interactive method of teaching reading skills. The interactive method is more appropriate because it provides an opportunity to pupils who are not able to develop ability in reading skills through one method such as whole word (top down) method, to develop it through alphabetic (bottom up) method. This approach is supported by Mbunda (1974: 18-19) (C.f. p.81). It has been observed that inadequate training on the methods of teaching reading skills as required has a bearing on pupils' failure to master reading skills. This is attributed to teachers' incompetence on the methods of teaching reading skills to pupils. It has been argued

that teachers in private primary schools who undergo   training of teaching reading skills in the Montessori teachers' training colleges in Tanzania perform better in the use of methods of teaching reading skills.

Passos (2009) has rightly observed that the best way of inducing adaptation to a constantly changing context is to provide teachers with the appropriate knowledge and training to teach. One way of doing this is to equip them with the knowledge and skills that will increase their ability to provide improved opportunities to learn for all of their pupils. This training should increase the teachers' self-confidence and expertise in handling different classroom situations, thus responding to the different number of pupils in different class sizes and settings. The extent of the success of teaching reading skills therefore depends on how deep the teachers´ mastery of the method is and how they use it in their classrooms. Sometimes in-service training is considered as a way of providing training which might impact on the achievement of results. Primary school teachers need specific methods to teach reading and other subjects during their training in teachers' training colleges; also when they are in the field and especially whenever there are changes in the curriculum.

The problem of overcrowding in public primary schools should be addressed so that a class should have at most forty pupils. With proper training of teachers and establishment of pre school classes in every primary school, the teaching of reading skills in Kiswahili in primary school could effectively be done. It has been noted that public primary schools have inadequate teaching and reading materials and sometimes there are no reading materials at all. Truancy is caused by unfriendly learning and teaching environment to pupils, empty stomach, or lack of desks for

pupils to sit on, and thus forced to sit on the floor. Insufficient teaching materials and textbooks and supplementary books make learning boring. Therefore, in the following section, we discuss the significance of availability and, accessibility of textbooks, supplementary books and other reading materials in acquiring reading skills in Kiswahili in primary schools. In addition to that we examine the book pupil ratio and how it contributes to the reading acquisition in Kiswahili in primary schools in Tanzania.

4.5.0: The Availability, and Accessibility of Textbooks, Supplementary Books, and other Reading Materials for Teaching Reading Skills in Kiswahili in Primary Schools

This section explores how Kiswahili textbooks, supplementary books and other reading materials are used in teaching reading skills in primary schools. The availability of textbooks and supplementary books and other reading materials for teaching reading skills is also examined. Moreover, relationship between availability of books and the pupils' ability in acquiring reading skills is discussed.

In the context of this study, some of the terms used in this section are defined to enable the reader to get their specific meaning. The terms are: textbooks, supplementary books, supplementary reader, supplementary (other) reading materials, teachers guide, and authentic reading materials. A textbook is a book used as a basis for instruction in the classroom on one curriculum subject. A supplementary book is a book which pupils read in the class to supplement the textbook. A supplementary reader is a story book used to promote reading skills in the extra free time reading. It may be fiction or non-fiction. A teachers' guide is a

book providing assistance and guidance to teachers on how to use the accompanying pupils' textbook.

4.5.1 Views of Teachers on Availability, Accessibility and Book Pupil Ratio of the Textbooks, in Primary Schools

In this section this study is confined only to availability, and accessibility of textbooks, supplementary books and other reading materials. In addition to that, it looks at how the book pupil ratio contributes to the acquisition of reading skills in primary schools in Kiswahili. In order to achieve these aims, the researcher administered questionnaire to standard I to IV Kiswahili primary school teachers in both public and private primary school classes at Misungwi and Musoma Municipality. Also, the researcher conducted observation in the reading lesson classes. Both questionnaire and observations were aimed to find out the following:

(i) Availability of textbooks and supplementary books as well, as the extent to which pupils have access to them

(ii) Availability of other reading materials for teaching reading skills in Kiswahili at standard I and II. The materials intended were song posters, alphabet charts, flash cards with single words, letters, and syllables, text charts, and wall charts with words, letters, syllables and pictures, and real objects

(iii) Whether other reading materials are used mostly in teaching reading skills in Kiswahili for standard III and IV and if they included; authentic materials such as Kiswahili news papers and magazines.

(iv) The extent to which teachers used the textbooks, supplementary books and other reading materials in teaching reading skills in their reading lessons

(v)   The book pupil ratio in the schools under study and the implications of that ratio for the teaching of reading skills to primary school pupils and its effect to them in acquiring reading skills

4.5.1.1 Availability of Text Books and Book Pupil Ratio in Primary Schools

This section answers the research question which seeks to find out whether there were adequate numbers of textbooks for teaching reading skills in Kiswahili in primary schools. In addition to that, the section explains the number of textbooks which were present in each class and the book pupil ratio in the Kiswahili lessons in primary schools, its implication for teaching the reading skills to standard I to IV pupils, and its effect on them in acquiring reading skills in primary schools.

Reading book is a very important activity that no pupil should be deprived of during the early years of his/her life**.** This is because, reading book stimulates the minds of young readers, encourages original thinking, and develops into a critical source of knowledge, ideas, and inspiration. In addition to that, reading books inculcates the habit of reading in children. Despite the above mentioned reasons of reading books, schools should have sufficient books (textbooks) for the following reasons:

 (a)   The vocabulary of pupils is expanded faster when they read more books. Books help them to learn new words and new ways of using words that they already know. Reading   books exposes pupils to new vocabularies. Even when they don't understand every new word, they absorb something from the context that may   deepen their understanding of it the next time the word is encountered. Reading books accelerates the development of reading skills to standard I pupils and to the higher grades e.g. standard II, III and IV. It

improves and enhances reading skills acquired by the pupils in the previous grades in the long run.

(b)   Reading many books regularly stimulates pupils' imagination, accelerates their emotional development and fosters natural curiosity. Pupils quickly learn to visualize the scenarios mentioned in the stories by reading the text alone.

(c)   The knowledge of pupils on various subjects increases when they read different books. In addition to that, everything that they learn at this age stays in their mind for a long time to come. This can help them become better students in school.

(d)   Reading various books helps pupils to utilize their time in a more constructive manner.

(e)   Developing the habit of reading many books regularly from an early age helps the pupil to cope better with the rigors of academic education. Reading books is a very important activity that no pupil should be deprived of during the early years of his/her life.

(f)   Books help pupils to develop vital language skills. For instance, oral reading of books exposes children to proper grammar and phrasing. Also, it enhances the development of their spoken language skills and their ability to express themselves verbally.

(g)   Reading books can enhance pupils' social skills. At school reading lessons hours, or at a library reading hours, books can bring pupils together and can be part of a positive shared experience. For some standard I pupils this may be

their primary opportunity to socialize and to learn how to behave around other pupils.

The book pupil ratio in Tanzania public primary schools is said to be 1:3 (MoF, 2012). However, the findings in this study indicated that, the school overall average book pupil ratio in public primary schools in the area of study varied from 1:1 (at Mwembeni "B" primary school in Musoma municipality) to 1:137 (at Fullo primary school in Misungwi district). In addition to that, in the **t**en selected primary school classes which had book pupil ratio more than 1.5 at **standard I,** the ratio varied from 1:9 at St. Jonh Bosco private primary school in Musoma municipality to 1:137 at Fullo public primary school in Misungwi district. On the other hand, for the ten selected schools which had book pupil ratio less than 1:6, the ratio ranged from 1:1 at Paroma private primary school and Mwembeni "B" public primary school both in Musoma municipality to 1:5 at Ikula public primary school in Misungwi district. Table 4.21, illustrates the findings stated above.

Most schools (95.8%) which had book pupil ratio more than 1:5 in standard I were found in Misungwi district. Most schools which had book pupil ratio less than 1:6 in standard I were found in Musoma municipality as well as in private primary schools in the area of study (See Table 4.21).

Table 4.21: Sample of Schools with Book Pupil Ratio of more than 1:5

District/ Municipality	Type of school		(a) Ten primary schools which had book pupil ratio more than 1.5 at standard I and school overall ratio														
			STD I			STD II			STD III			STD IV			Total overall in each school		
Misung-wi	Public	Name of school	No. of pupils	No. of books	Book pupil ratio	No. of pupils	No. of books	Book pupil ratio	No. of pupils	No. of books	Book pupil ratio	No. of pupils	No. of books	Book pupil ratio	No. of pupils	No. of books	Book pupil ratio
		Fullo	137	01	**1:137**	83	01	**1:83**	91	01	**1:91**	74	1	**1:74**	385	4	**1:96**
		Mwagimagi	127	01	**1:127**	100	01	**1:100**	76	01	**1:76**	78	1	**1:78**	381	4	**1:95**
		Mang'ula	95	01	**1:95**	102	01	**1:102**	103	01	**1:103**	158	2	**1:79**	458	5	**1:92**
		Kigongo	94	02	**1:47**	85	02	**1.42**	64	01	**1:64**	89	1	**1:89**	332	6	**1:55**
		Lukelege	90	01	**1:90**	80	03	**1:27**	71	02	**1.36**	84	1	**1:84**	325	7	**1:46**
		Budutu	55	02	**1:28**	75	01	**1:75**	92	03	**1:34**	87	2	**1:43**	309	8	**1:39**
		Mitindo	181	06	**1:30**	198	03	**1:66**	165	04	**1:41**	99	4	**1.25**	643	17	**1:37**
		Mwasubi	46	12	**1:4**	59	10	**1:9**	104	00	**0.104**	50	1	**1:51**	259	23	**1:11**
	Private	Misungwi English Medium	22	01	**1:22**	25	02	**1:13**	23	06	**1:4**	15	2	**1:7**	85	11	**1:8**
Musoma Municipality	Public	Nil	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**
	Private	St.John Bosco (English medium)	54	06	**1:9**	55	20	**1:3**	41	02	**1:20**	36	01	**1:36**	186	29	**1:6**
Total	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**
(b) Sample of schools with book pupil ratio of less than 1:6 at standard I and school overall ratio																	
Misung-wi	Public	Ikula	52	10	**1:5**	37	8	**1:5**	31	07	**1:4**	40	10	**1:4**	160	35	**1:5**
		Gukwa	53	22	**1:2**	44	23	**1:2**	49	02	**1:25**	31	2	**1:16**	177	49	**1:4**
		Nyabuhele	43	12	**1:4**	61	9	**1:7**	52	18	**1:3**	51	45	**1:1**	207	84	**1:3**
		Bugisha	**82**	**59**	**1:2**	**97**	**47**	**1:2**	**96**	**66**	**1:2**	**91**	**46**	**1:2**	**366**	**218**	**1:2**
	Private	Busagara(English Medium)	28	9	**1:3**	30	10	**1:3**	43	10	**1:4**	37	11	**1:3**	138	40	**1:4**
Musoma municipality	Public	Kamunyonge "B"	169	68	**1:2**	150	76	**1:2**	180	44	**1:4**	163	55	**1:3**	662	243	**1:3**
		Nyarigamba "A"	73	96	**1:1**	56	29	**1:2**	97	43	**1:2**	68	06	**1:11**	294	174	**1:2**
		Mwembeni "B"	42	66	**1:1**	43	15	**1:3**	46	51	**1:1**	50	20	**1:3**	181	152	**1:1**
	Private	Paroma(English medium)	13	11	**1:1**	09	07	**1:1**	14	09	**1:2**	14	13	**1:1**	50	40	**1:1**
		Bakhita(English medium)	80	40	**1.2**	83	55	**1.2**	64	40	**1.2**	47	43	**1.1**	274	178	**1.2**
		Total	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**1.2**

Source: Field Survey (2013)

These findings imply that a majority of standard I pupils in Minsungwi district had no access to textbooks. In addition to that, standard I pupils in Musoma municipality and those in private primary schools in both Misungwi district and Musoma municipality at least had access to the textbooks. These results suggest that, since there is relationship between the pupils' access to textbooks and their ability to acquire reading skills, pupils who had no access to textbooks for reading did not acquire the intended reading skills by the end of 2012. The majority of schools (81%) which had book pupil ratio more than 1:6 were found in Misungwi district, only 19.0% of schools which had the same book pupil ratio were found in Musoma municipality (see Appendix 9).

Moreover, the majority of classes (more than 80%) with book pupil ratio which was more than 1:6 were found in public primary schools. Only 2% of schools with that book pupil ratio were found in the private primary schools (see Appendix 8). These results have the following further implications:

(i)   Many schools in Misungwi district were facing a big shortage of textbooks compared to schools in Musoma municipality. Therefore, some teachers did not teach reading skills effectively in Misungwi district because there was inadequate number of textbooks to use in teaching pupils to read. This had negative effects on the pupils to acquire reading skills in Misungwi district in 2012 compared to pupils who did not acquire the skills in Musoma municipality in that year. Table 4.3 (c.f. 4.2.2) illustrates these effects.

(ii)   A majority of pupils (80%) in public primary schools were facing an acute shortage of textbooks compared to pupils (2%) in private primary

schools (see appendix 8). Therefore, many teachers did not teach reading skills effectively in public primary schools because there was inadequate number of textbook to use in teaching pupils to read. Hence, majority pupils who did not acquire reading skills in 2012 were found in public primary schools more than in private primary schools. Appendix 7 in this study illustrates these effects.

4.5.1.2 The Findings in Both Public and Private Primary Schools

(i) Public Primary Schools

The findings in this study revealed that most(88.4%) of the public primary schools in the area of study face a very high shortage of Kiswahili text books in standard I to standard IV. The book pupil ratio in most public primary schools is very high. Many public primary schools were found to have only one book which was shared by more than two pupils (particularly in Misungwi district) as shown in Appendix 8 in this study report. For example, a single textbook was used by 137 standard I pupils at Fullo primary school in Misungwi district as indicated in Table 4.22 above-(cf 4.5.2.1).The book pupil ratio at this school was 1:137.

The findings stated above imply that, for a majority pupils had no contact with prints shortage of books caused some pupils failed to acquire reading skills by the end of 2012 because they could not develop their reading skills effectively. For instance, at Fullo primary school, a teacher divided standard I class of 137 pupils into two streams of 68 pupils each, in which she used one book to teach them to read in both streams. She read the book to the pupils orally while they said the words after her in chorus without looking at any print in the text. The teacher neither

performed the required strategies nor followed the steps of teaching reading skills at this grade. Therefore, some pupils in this class were not able to develop word recognition skills or fluency reading skills because they were not able to see the letters and punctuation marks in the text. Hence, 22% of 137 standard I pupils at Fullo Public primary school did not acquire reading skills by the end of 2012. One of the reasons why they did not acquire reading skills was lack of textbooks. In addition to that, 49 %(50) of 102 Standard II pupils at Mang'ula primary school in Misungwi district did not acquire reading skills in 2012. Similarly 15 %(16) of 102 standard II pupils at Kambarage primary school in Musoma municipality were not able to read by the end of 2012. Apart from other contributing factors, pupils' failure to acquire reading skills was caused by lack of textbooks in these grades. This is because the book pupil ratio in standard II at Mangula and Kambarage primary schools were 1:102 and 0:102 respectively (see Table 4.21 for Mangula primary school and Appendix 8 for both Mangula and Kambarage primary schools in this study).

Following lack of textbooks in these classes, the teachers did not teach reading skills effectively. These teachers read the books orally while the pupils said after them in chorus. Then teachers gave the books to pupils to read orally from one pupil to another in turn while other pupils and the teachers listened and followed silently without any book to refer to. The teachers could not interrupt the pupils when they read any word wrongly and correct them because they (teachers) had no any textbook to refer to whenever a mistake was made by the pupils who were reading. Standard III teacher at Mwasubi primary school in Misungwi district had no textbooks for her class of 104 pupils except one copy for herself. The book pupil

ratio at this school was 0:104. (This means that there was no any textbook at all for the 104 pupils). The teacher used her copy to read aloud for the pupils who listened quietly. Then he passed over that book to one of the pupils to read while other pupils listened and followed in chorus without any book. The teacher listened and followed quietly too without a text book, hence she could not correct any mistake made by the pupil who read loudly or guide them to adhere to punctuation marks because she had no book to read. In this class, the teacher asked oral questions which pupils were asked to answer in writing in their exercise books. Some pupils (ten) who had no exercise books did not perform the exercise at all.

The majority of pupils in this class answered the questions without providing the correct answers because they had no any text to refer to. This kind of teaching can not help the pupils to acquire the comprehension reading skills because the process can not develop further their word recognition skills learnt in standard I and II. They cannot acquire fluency reading skills because this needs pupils to have access to textbooks.

At Kigongo primary school in Misungwi district, one textbook was found shared between 89 standard IV pupils in a class. The book pupil ratio in this class was 1:89. Similarly, at Lukelege primary school in Misungwi district the book pupil ratio was 1:84.The teachers at these classes read the textbook orally to pupils while they followed the teachers silently without textbooks with the exception of only one pupil in each class. The teachers asked the pupils who had the books to read loudly while their fellows followed orally in chorus. Then the teachers asked them to answer the questions orally and in writing. Some pupils were not able to answer the questions

correctly. Shortage of books has necessitated this type of teaching which does not adhere to the methods of teaching reading skills at this grade. The teachers neither performed the required strategies nor the steps for teaching the reading skills at this grade. Therefore, 4% and 14% of standard IV pupils at Kigongo and Lukelege primary schools respectively did not acquire the reading skills by the end of 2012 as shown in Appendix 7 of this study.

According to these results, the average book pupil ratio in the area of study for all the public schools is between 1:3 (in Musoma municipality) and 1.9 in (in Misungwi district). In addition to that, whereas 8 among 10 schools with the book pupil ratio more than 1.6 are from the public primary schools, 7 private primary schools in the study area had book pupil ratio between 1:1 and 1:5. There was only one public primary school (Mwembeni public school in Musoma municipality) which had book pupil ratio of 1.I. Because of this, a majority (94.5%) of pupils at Mwembeni primary school had acquired the reading skills by the end of 2012.

The research has also revealed that because of high shortage of textbooks in the public primary schools, 75.7% of standard I and 70.3% of standard II teachers were not often using the textbooks. The same applies to 56.8 % of standard III and 60.8% of standard IV teachers. The kind of teaching in standard I above could not help all the pupils in that class to acquire reading skills. Moreover, following high shortage of textbooks shown by the book pupil ratio above, and a majority teachers teaching without using textbooks, it is apparent that the teaching of reading skills namely fluency and comprehension reading skills from standard II to IV could not be realized. This is because the effective teaching of reading cannot be possible if

both pupils and teachers have no text to read. In such a situation where most of pupils have no access to the textbooks to read, they cannot be expected to follow and understand what is taught by the teacher. Shortage of textbooks was a concern to most teachers in public schools in the area of study. This view was expressed by more than 80% teachers in all public primary schools in Misungwi district and Musoma municipality. In Misungwi, 68.3% of standard I and 87.8% of standard II teachers said that they had a high shortage of textbooks while 90.2% of standard III teachers and 100% of standard IV teachers also said the same.

In Musoma municipality, 90.1% of all standard I to IV teachers observed that they had shortage of textbooks. According to these results, 81.8% of standard I teachers and 84.4% of standard II teachers observed that they had a high shortage of textbooks, while 100% of standard III teachers said that they had high shortage of textbooks, 93.9 % of standard IV teachers said the same. The above results are shown in Table 4.22.

Table 4.22: Shortage of Textbooks in Primary Schools in Standard I to Standard IV in Respect of Questionnaire Responses

Grade	Teachers faced shortage of textbooks in public primary schools				Teachers faced shortage of textbooks in private primary schools				Total			
	Misungwi District		Musoma Municipality		Misungwi District		Musoma Municipality		Public		Private	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Standard I	68.3%(28)	31.7%(13)	81.8%(27)	18.2%(6)	0%(0)	100%(2)	0%(0)	100%(6)	74.3%(55)	25.7(19)	0%(0)	100%(8)
Standard II	87.8%(36)	12.2%(5)	84.4%(27)	15.6%(5)	0%(0)	100%(2)	0%(0)	100%(6)	86.1%(63)	13.7%(10)	0%(0)	100%(8)
Standard III	90.2%(37)	9.8%(4)	100%(33)	0%(0)	0%(0)	100%(2)	0%(0)	100%(6)	95.1%(70)	5.4%(4)	0%(0)	100%(8)
Standard IV	100%(41)	0.0%(0)	93.9 %(31)	6.1%(2)	0%(0)	100%(2)	0%(0)	100%(6)	97.3%(72)	2.7%(4)	0%(0)	100%(8)
Total	86.6%(142)	13.4%(22)	90.1%(118)	9.9% (13)	0%(0)	100%(8)	0%(0)	100%(24)	88.4%(260)	11.6)(35)	0%(0)	100%(32)

Source: Field survey (2013)

The implication of this is that in many public primary schools (88.4%), most pupils do not have access to textbooks in reading lessons whether it is fluency reading or comprehension. It should be noted here that availability of reading books is very crucial for enhancing reading skills of pupils. The availability of reading books is equally important in teaching fluency and comprehension reading skills. Lack of reading books or insufficient textbooks for reading may have negative effect on the ability of the pupils to enhance their reading skills whether it is fluency reading or comprehension reading. In discussing the extent to which pupils have accesses to reading textbooks, we examined book pupil ratio in some schools in this study and found out its effects on reading. The results indicated that the book pupil ratio in many public primary schools was above 1:6. According to the observation in classrooms for the reading lessons in schools, the book pupil ratio for standard I and II in most schools was above 1:6 as shown in the Figure 4:1.
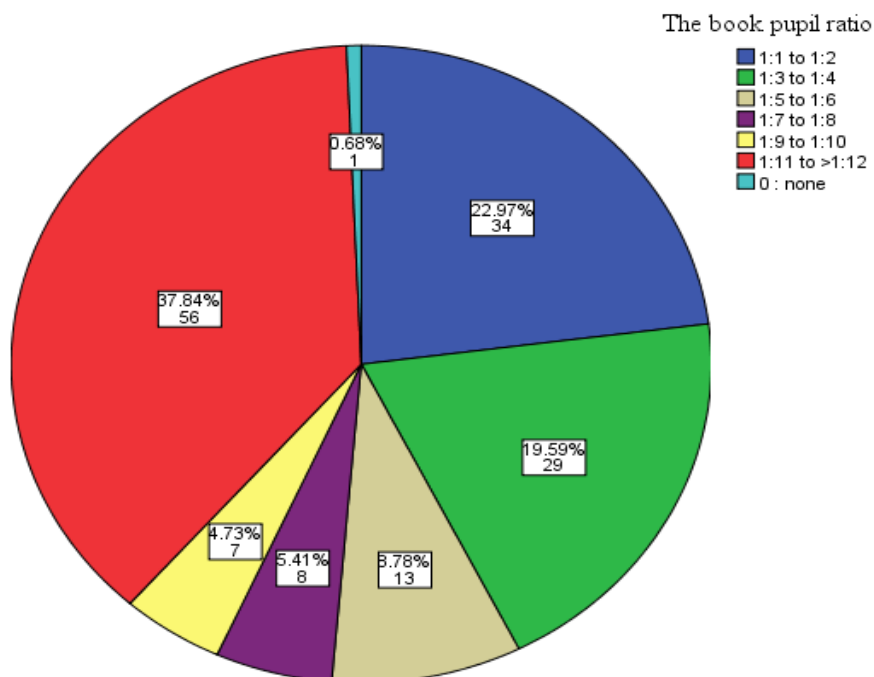
Figure 4.1: Book Pupil Ratio for Standard I and II in Public Primary School
Source: Field Survey (2013)

These findings imply that a majority of standard I and II pupils in public primary schools had no access to the textbooks. Since pupils' access to textbooks has an impact on the ability to read, high shortage of text books in these schools is a contributing factor to pupils' failure to acquire reading skills in standard I. The effect of this is observed in higher grades i.e. standard II, III, and IV. This is because if a pupil fails to acquire the basic reading skills e.g. word or phonemic recognition, in standard I they will not be able to acquire reading skills of standard II which requires one to read either fluently or comprehension. Without the basic reading skills they cannot attain the reading skills for standard II and other higher grades.According to the observation in classrooms for the reading lessons in schools, the book pupil ratio for standard III and IV in most schools was above 1:6 as shown in Figure 4.2 below.
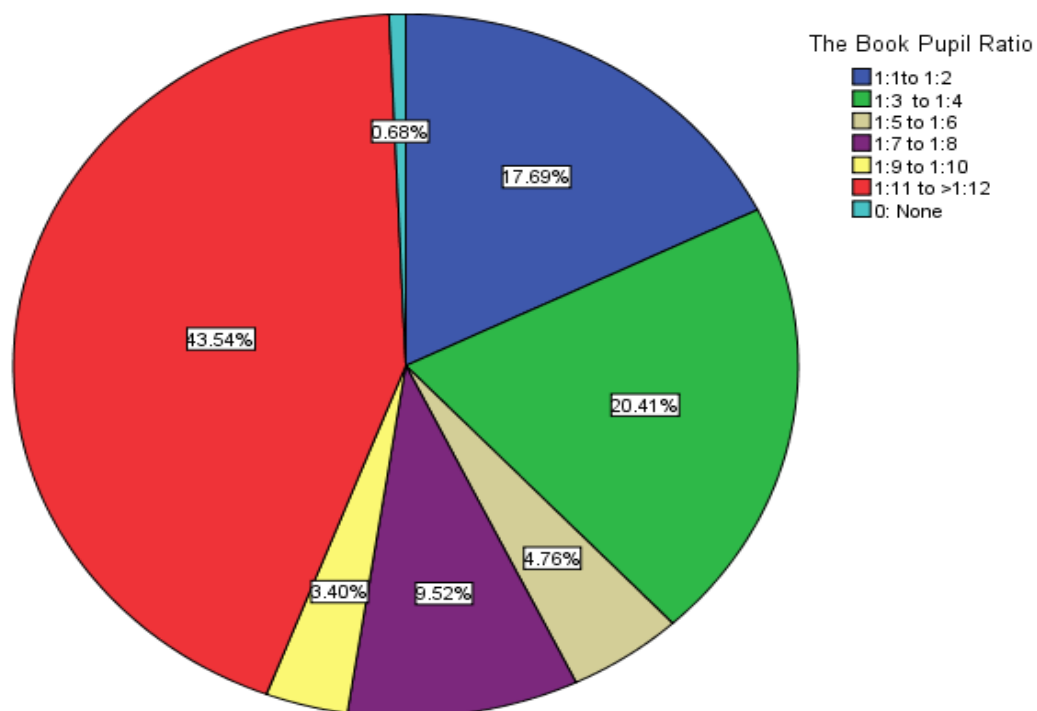
Figure 4.2: Book Pupil Ratio for Standard III and IV in Public Primary Schools in (2012)

Source: Field Survey (2013)

Similar to standard I to II, these results suggest that most standard III and IV pupils in public primary schools had no access to the textbooks. Moreover, the findings imply that the higher the grades the more the shortage of textbooks. According to the teachers at these grades, the high shortage of textbooks in these higher grades is partly caused by some school head teacher's misconception that most standard III and IV pupils already had acquired reading skills. Therefore, more textbooks are bought for standard I and II while some standard III and IV could just read the books they acquire on their own. Some head teachers have gone to the extent of arguing that given the limited funds given to schools priority was given to subjects such as mathematics and science instead of Kiswahili.

(ii) Private Primary Schools

The research findings in private primary schools showed that most of private primary schools had no shortage of textbooks. Most schools (75%) had had book pupil ratio between 1:1 and 1:4. This is because almost every pupil owned a book. Busagara primary school, Paroma primary school and Bakhita are examples of private primary schools with book pupil ratio between 1:1 and 1:3. Only 25% of the private primary schools had book pupil ratio of 1:6 and above. Misungwi primary school and St. John Bosco primary school is a case in point. This is shown in table 4.21 above. It is very unfortunate that such private schools do not buy textbooks for their pupils despite the high school fees they charge.

According to the findings in this study, we are of the opinion that the adequate provision of textbooks to the pupils is one of the key factors for their achievement in reading acquisition. Following the foregoing research evidence, a majority teacher

fail to use the required methods, strategies and steps of teaching reading skills effectively and efficiently. Moreover teachers fail to follow the required steps of teaching reading skills effectively and efficiently in teaching reading skills. Not only that, but high shortage of textbooks also causes pupils failure to develop new vocabularies in the respective language of instruction, hence get limited to acquire more knowledge in other subjects. Schools should therefore avail themselves adequate number of textbooks to teachers and pupils in both public and private primary schools in order to enable the teachers to apply the required methods, strategies and steps of teaching reading skills effectively and efficiently in teaching the reading skills to primary school pupils. In addition to that, if pupils get better access to the textbooks, they will be able to develop the habit of reading. Hence they sustain the reading skills they acquired before as well as getting more knowledge.

4.5.1.3 Availability of Kiswahili Supplementary Books and other Reading Materials in Primary Schools

According to Ministry of Education and Vocational Training (MoETV, 1999) supplementary books are the books used in the class to supplement the textbook. They may or may not cover the entire syllabus for the year. These books are approved by EMAC for the purpose of controlling their relevance to Tanzania primary schools in respect of the culture of the people of Tanzania. In this study, supplementary books include those books which were previously used in teaching reading skills before the adoption of the Kiswahili syllabus for the new curriculum in 2005. In addition to that, supplementary readers are storybooks which are intended to promote reading skills in the extra free time reading. They may be fiction or non-fiction.

On the other hand, other reading materials in language teaching are learning materials which are used in addition to a course book (Richards and Schmidt, 2002). They often deal more intensively with skills that the course book does not develop or address in detail (*ibid*). According to Richards and Schmidt, (2002) other reading materials include song posters, big books, alphabet charts, flash cards with single letters, syllables, and words; text charts, and wall charts with, letters, syllables, words and pictures or illustrations, and real objects. In this study, authentic reading materials are magazines, and newspapers. The supplementary books and other reading materials are very useful in teaching reading skill because they expose pupils to new words which were not found in the textbooks as well as enabling pupils to develop the reading culture in and outside the classroom reading lessons.

(ii)   The Findings in Schools

Supplementary books and other reading materials such as newspapers are necessary resources for reading to primary school pupils. Reading ability is enhanced when one is exposed to wide range of reading materials. Supplementary reading provides one with the opportunity to increase one's vocabulary and learn to deduce meaning of words from the contents they are used to. Reading a wide range of books or newspapers does not only increase one's vocabulary but develops one's fluency in reading (DFID 2000). In this subsection we examine the availability of supplementary books and other reading materials in primary schools in the area under study.

(a)   Public Primary Schools

The findings in this study revealed that public primary schools in the area of study face a very high shortage of Kiswahili supplementary books and other reading

materials from standard I to standard IV. Teachers at Fullo primary school and Mwasubi primary school observed that their schools had no supplementary books. Supplementary books and supplementary readers are intended to be used in teaching pupils in the time allocated in the class timetables in standard I to IV (MoEVT, 2013) for supplementary reading. Since many schools had no supplementary books time allocated for supplementary reading was used to teach other subjects. Most schools in the area of study had no school library except Mwisenge primary school in Musoma. Even here there are only 10 supplementary Kiswahili books.Moreover, neither the primary school syllabus for Kiswahili nor the teachers' guide for teaching Kiswahili stipulates at all any supplementary books or any other supplementary reading materials that could be used by teachers for teaching reading skills in Kiswahili. Kiswahili supplementary books were found only in Mwembeni and Azimio primary school in Musoma municipality, and Busagara primary school in Misungwi district. However, teachers and pupils in these schools had no access to them. Although these schools were in the urban areas they did not have newspapers either. Other primary schools in the rural areas had no supplementary reading materials.

The public primary schools were also found with critical shortage of other reading materials for teaching reading skills. The main reason for not buying supplementary reading materials was lack of money. The little money that trickled down to schools from the government was used to buy textbooks which are also very few. Shortage or lack of reading materials, and supplementary books readers in these schools had negative effect on the primary school pupils' acquiring of reading skills. Most of

them completed different levels of primary school education without mastering reading skills of that level. Therefore, schools should provide enough supplementary books and other reading materials to pupils in order to enable them to acquire reading skills of some components of reading.

(b)   Private Primary Schools

Private primary schools have shortage of Kiswahili supplementary books although they have adequate number of other materials for teaching reading skills. Schools with supplementary books were St. John Bosco, Bakhita, and A.C.T. Mara. However, pupils had no access to them. Although Kiswahili supplementary books were very few indeed, for example ACT Mara primary school had one copy, yet the school had no any arrangement that allowed the pupils to borrow or visit the school library to read the supplementary book available.

Teachers used the available   textbooks to teach reading skills effectively and efficiently. Therefore, a majority pupils in these schools acquired reading skills. (see Appendix 7 in this study). When comparing shortage of supplementary books and other reading materials in public primary schools and private primary schools, it was observed that the shortage was critical in both. The finding indicated that, 74.4% of teachers in public schools and 68.8% in private schools said that there were shortages of supplementary books in   the classes they teach reading skills (see Table 4.23).

Table 4.23: Teachers' Views on the Availability of Supplementary Books in
Primary Schools

Grade	Supplementary books are available in your Swahili class			
	Public primary schools		Private primary schools	
	NO	YES	NO	YES
Standard I	75.7%	24%	87.5%	12.5%
Standard II	70.3%	29.7%	50.0%	50.0%
Total	**73%**	**27%**	**68.8%**	**31.2%**
Standard III	75.6%	24.4%	62.5%	37.5%
Standard IV	75.7%	24.3%	75%	25%
Total	75.7%	24.3%	68.8%	31.2%
Average %	**74.4%**	**25.6%**	**68.8%**	**31.2%**

Source: Field survey (2012)

The findings revealed that, there were more shortages of supplementary books in public primary schools (average of 74.4%) than in private primary schools (average of 68.8%). However, the highest shortage of supplementary books was found in standard I in private primary schools.

4.6 Summary

The aim of this chapter was to present, analyze and discuss the findings on the study of factors affecting the acquiring of reading skills in Kiswahili in standard I to standard IV in primary schools in Musoma Municipality and Misungwi district in Mara and Mwanza regions respectively. Subjects of the research were mainly education stakeholders namely primary school teachers and head teachers, education officials at district and municipal levels as well as tutors of teachers' training colleges. The study findings were based on four objectives namely:

(a)   To examine methods of teaching reading skills in Kiswahili in primary schools;

(b)   To observe and investigate how knowledgeable are teachers in applying methods, strategies, and steps of teaching reading skills in Kiswahili in primary schools;

(c)   To explore other factors affecting the teaching of reading skills in Kiswahili in Tanzania,

(d)   To examine the availability and accessibility of Kiswahili textbooks in the teaching of reading skills in Kiswahili in primary schools.

In addition to that, the chapter examined the availability and accessibility of Supplementary books and other reading materials in the teaching of reading skills in Kiswahili in primary schools.

In the first objective, the analysis and discussion of the findings found that, majority of teachers used the alphabetic (bottom up) methods at large in teaching reading skills in standard I in the public primary schools and the whole word approach in standard II to IV but very few applied the interactive methods of teaching reading skills. On the other hand, a majority of teachers in private primary schools used interactive methods of teaching reading skills depending on the respective grade, whole word and interactive methods of teaching reading skills.

A Majority scholars advocate application of interactive methods of teaching reading skills since pupils vary in ability to acquire the reading skills. Contrary to the public schools, a majority standard I teachers in private schools do not use alphabetic methods in teaching reading skills but use interactive methods because most pupils in their standard I classes had already acquired reading skills in pre primary school

classes. The findings also revealed that a majority of teachers in public schools do not know the dimensions and components of reading skills. Therefore they do not teach them thoroughly. However they teach comprehension and oral language and vocabularies.

The findings also revealed that other challenges teachers face in teaching reading skills in public primary schools include shortage of text books, supplementary books, and other reading materials, truancy, and overcrowding of pupils in the classrooms are the critical challenges to them. In addition to that too many subjects (7) (URT, 2013) are taught by one teacher at standard I and II was a burden to teachers and pupils alike. These challenges dilapidate ability of teachers to teach reading skills as required, hence failure of some pupils to acquire reading skills in the public schools.

In the second objective, the findings revealed that, majority teachers in public primary schools had no adequate knowledge on methods, strategies, and steps of teaching reading skills. Many teachers in public primary schools did not use properly the relevant methods, strategies and steps for teaching the components and two dimensions of reading skills namely phonological and phonemic awareness, oral language and vocabularies, fluency and reading comprehension skills. Following inadequate mastery of both methods, strategies and steps of teaching the components and dimensions of reading skills, some teachers in public schools failed to teach the reading skills properly. Some tutors in teachers' training colleges were not informed of the recommended methods, strategies, and steps of teaching the components of reading skills hence did not impart this knowledge to their student teachers. Most

teachers in private primary are taught the strategies, and steps of teaching reading skills in the Montessori teachers training programmes through in service training. In the third objective, the findings revealed that, other factors affecting the teaching of reading skills in the public schools are: shortage of textbooks, supplementary books and other reading materials, frequent changes of curriculum without proper training of teachers on the changes and failure of pupils to attend in pre primary education classes. Private primary schools were not affected by these factors. For example, their teachers attended in service training to keep up to date with teaching methods. The class size was 25 to 40 pupils and the book pupil ratio was in most cases higher than that recommended by the government.

In the fourth objective, the findings reveal that many public primary schools had very high shortage of both textbooks, supplementary books, and other reading materials. Because of this, some pupils and teachers as well had no access to prints ,hence a majority teachers failed to teach the components and dimensions of reading skills effectively. The outcome of this was the failure of some pupils to acquire and sustained the intended reading skills for them.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents and discusses the summary, conclusion and recommendations of the study related to factors affecting the acquiring of reading skills in Kiswahili in primary schools in Musoma Municipal and Misungwi district. First, we shall state briefly the research objectives, questions and methodology and the findings of the study and then make a conclusion based on the findings in relation to the objectives and research questions of the study. Finally, section 5.4 presents recommendations relating to the main factors affecting the acquiring of reading skills in Kiswahili in primary schools with recommendations for further research.

5.2   Summary

5.2.1. General Summary

The purpose of the study was to investigate the factors affecting the acquiring of reading skills in Kiswahili in primary schools in Musoma Municipal and Misungwi district councils. Pupils can acquire reading skills if teachers know and use appropriate methods, strategies, and steps of teaching reading and have adequate number of textbooks for reading. Many pupils complete primary education in Tanzania without being able to read. Many research studies and education reports are testimony to this. Some pupils have also been selected to join form I in different secondary schools in Tanzania without being able to read. In pursuance to the causes of this problem, this study focused on the methods, strategies, and steps of teaching reading and reading materials and books, their availability and accessibility to the primary school pupils.

The study further examined the teachers' mastery of methods, strategies and steps of teaching reading skills. Further more, the study explored the dimensions and components of reading skills and whether Kiswahili tutors in teachers training colleges and Kiswahili teachers teach student teachers these components so that they can also teach pupils in primary schools. The findings of this study were intended to generate information that would help in improving the capacity of teachers to effectively teach reading skills for the standard I to standard IV pupils in primary schools so as to enable them to acquire the reading skills namely; word decoding, oral language and vocabulary, fluency and comprehension reading skills. The study was also expected to help the curriculum developers to review curriculum for readings lessons in primary schools. Through the curriculum developers, Kiswahili language tutors in teachers' training colleges would be informed of the relevant methods, strategies and steps to teaching reading skills so that the same can be passed down to primary school teachers.

It was hoped that the study would help government officials in the Ministry of Education and Vocational Training to see the needs for establishing special programmes for training teachers who would teach reading skills in primary schools rather than taking for granted that all primary school teachers can successfully teach all subjects including reading skills. Since no studies on the subject have been done in Tanzania it was expected that the research findings would add knowledge on the present literature on factors affecting the teaching of reading skills in Kiswahili in primary schools in Tanzania. Lastly, the findings and recommendations of the study were further expected to function as a base for further research on other factors for

other standards in primary schools as well as other places in Tanzania. The study employed four main research questions: to examine whether teachers knew and applied the methods of teaching reading skills in teaching reading skills in primary schools in Tanzania; investigate whether Kiswahili teachers in primary schools adequately master methods, strategies and steps of teaching reading skills in primary schools for standard I to IV pupils and the way teachers for standard I and II apply them in teaching word recognition, phonological and phonemic awareness and oral language and vocabulary skills, as well as teaching fluency and comprehension treading skills in primary schools for standard III to standard IV.

Data were gathered through the use of questionnaire, interviews, focus group discussion, and documentary reviews. The qualitative data were transcribed; coded and labelled accordingly. Categories were established and sorting out units to get specific themes using the research objectives and questions. Themes were then described and analysed in the context of issues raised in the research questions and literature review. Some of qualitative data were quantified, and cross tabulated and descriptively processed through the Microsoft SPSS version 16.0 software, analyzed and interpreted. All the qualitative data were presented and analyzed narratively. The results were given in numerical figures mainly in percentage which were subsequently displayed in frequency tables. The narrative data were subjected to content analysis. Cross validation of data was achieved by cross-checking the authenticity of the data. The findings were counter-checked from one source to others on issues that were related so as to ascertain their validity. The study was carried out in public and private primary schools in Musoma municipality and

Misungwi district at Mara and Mwanza regions respectively (c.f. 3.7). The municipality and the district were purposely selected. It involved the population of 375, namely Kiswahili primary school teachers for standard I to IV(328), one district education officer and one municipal Education officer, two SLOs, five district school inspectors, ten Kiswahili tutors and twenty eight head teachers. Subjects for the questionnaires were 328, i.e. Kiswahili teachers for standard I to IV in both public and private primary schools.

The study however, was limited by time pressure and financial constraints. The findings confirmed that one of the major factors affecting the acquiring of reading skills is the teaching of reading skills in primary schools. The reading skills are comprised of two major dimensions namely, word decoding (recognition) and reading comprehension. The components of reading skills include phonological and phonemic awareness (PPA), oral language and vocabulary, fluency reading and comprehensions. These skills are taught at different grades in primary schools. Kiswahili teachers need to master the methods, strategies, and steps of teaching all these components and dimensions and apply them effectively in order to enable the pupils to acquire reading skills.

5.3 Summary of the Findings

The study findings revealed that a majority of teachers in public primary schools did not have adequate mastery of the methods, strategies and steps of teaching reading skills. Hence they did not apply them properly in teaching reading skills in primary schools. This is because some tutors in teachers' training colleges do not have mastery of the methods of teaching reading skills namely alphabetic, whole word

and interactive methods. Moreover some of them do not know the components of reading skills; hence they do not teach student teachers these methods of teaching reading skills in primary schools and the components of reading skills. The findings through observation in classrooms in the reading skills class revealed that, most of the teachers in public primary schools were teaching reading skills at various grades without applying all the methods, strategies and without following steps of teaching reading skills they were taught in teachers' training colleges because of high shortage of reading materials. Hence a majority of them used very crude teaching aids which they improvised themselves by using either cement paper bags or sketches on the chalkboards. The sketches were eventually cleaned out just at the end of the lesson. Moreover the textbooks, supplementary books, and other reading materials were of high shortage, let alone some teachers' failure to use effectively the available textbooks.

Other factors which affected the teaching of reading skills in the public primary schools and thus affected the acquiring reading skills included, inadequate number of qualified teachers, overcrowding of pupils in one class, shortage of textbooks, supplementary books and other reading materials, pupils' truancy, regular changes of curriculum without proper training of teachers on the changes, and failure of pupils to attend to pre primary school education. Therefore, it was noted that, due to these inadequacies, ability of teaching reading skills in the public primary schools varied from one school to another as well as among the teachers within the same schools. On the other hand, in private primary schools a two year compulsory pre primary school education was a condition for a pupil to be enrolled in standard I.

Therefore, only pupils with literacy and numeracy skills are admitted in standard I, in each academic year. Therefore a majority of the pupils in these schools acquired all components of reading skills at these schools.

In addressing how to regulate the problem of pupils' failure to acquire reading skills, in public primary schools, several suggestions were advanced by respondents as follows: Primary school Kiswahili teachers and tutors respectively recommended the following:

(a) Standard I and II should be taught only Kiswahili and English should be introduced in standard III.

(b) Short courses on teaching methodology should be conducted at the teachers' resource centers to train teachers on methods, strategies, and steps of teaching reading skills.

(c) The previous system of teaching only 3Rs in standard I and II should be reinstated.

(d) There should be provision for the afternoon meal to strengthen pupils regular attendance in pre primary school classes at the public primary schools. This will enable the pupils' attendance to improve.

(e) More space classrooms should be built in schools to reduce overcrowding in classrooms.

(f) Reading should be introduced as an independent subject rather than being included in language subject for standard I and II. Seminars on teaching reading skills in Kiswahili in primary schools should be conducted regularly. Moreover

in service teachers' training for teaching reading skills at teachers' training colleges should be re established.

(f) The number of qualified teachers for teaching reading skills should be increased.

(g) Tanzania Institute of Education (T.I.E.) should involve teachers who teach reading skills in both public and private schools to write and prepare textbooks for teaching reading skills.

(h) Curriculum and the curriculum materials (such as syllabi) should clearly show strategies and steps to be followed by teachers and pupils in the reading lesson.

(i) The book distribution should be done and regulated as well as monitored by the Ministry of Education and Vocational Training (MoEVT) and not the booksellers themselves.

In addition to those suggestions, the district education officials suggested the following:

(a) Two years pre primary school attendance should be compulsory for all pupils before their enrolment to standard I. Any pupil who does not acquire reading skills at pre primary school should not be admitted in standard I.

(b) Only one textbook could be used for teaching reading skills in Kiswahili in primary schools at any given grade.

(c) Mentorship programme for teachers who teach reading skills at lower grades in primary schools could be established and practiced in schools.

(d) Pupils who complete standard I without mastering reading skills required for that level should repeat the class.

(e) Schools should be provided with adequate teaching and reading materials for teaching   reading skills in standards I to IV

(f) Teachers who teach reading skills could be regularly retrained whenever Kiswahili curriculum changes.

5.4   Conclusions and Recommendations

This study has dealt with important aspects related to factors affecting the acquiring of reading skills in Kiswahili in primary schools in the study area. Following the research objectives and questions underlying this study, and the findings reported here in, the following conclusions and recommendations are drawn.

5.4.1 Recommendations for Intervention (actions)

(i)Methods of Teaching Reading Skills in Kiswahili in Primary Schools and Knowledge and the   teaching of components and dimensions of reading skills

Recommendations

(a) I is suggested that, teachers could be taught all three methods of teaching reading skills, various strategies and required steps of teaching reading skills and apply them effectively in the teaching of reading .

(b) Teachers for   primary schools should be   thoroughly taught the components and dimensions of reading skills so that they teach them as required in primary schools.

 (c) The Ministry of Education and Vocational Training should conduct special prorgammes (refresher course) of teaching reading to primary school teachers.

(d) At school level, mentorship programme should be established whereby experienced teachers who teach reading skills at lower grades in primary

schools could impart this knowledge to young and inexperienced teachers. This will enable sustainability of skills of teaching reading of long term experienced teachers for teaching reading skills even after their retirement.

(e) Refresher courses for teaching reading skills should be conducted at teachers' resource centers regularly. Tutors from nearby teachers' training colleges and school inspectors could conduct those courses.

(ii) Other Factors which affect the Acquiring of Reading Skills

The research on other factors which affect the acquiring of reading skills revealed in this study included: regular changes of curriculum while teachers are not provided with induction training on the changes, lack of attendance to pre- school education by most pupils in the public primary schools before joining standard I, inadequate training of teachers, overcrowding of pupils in classrooms, and pupils' truancy.

Recommendations

(a) The curriculum for reading from standard I to IV should be reviewed so that it becomes an independent subject instead of being a section of Kiswahili language.

(b) Ministry of Education and Vocational Training (MoEVT) should review the curriculum for grade "A" teachers' training Kiswahili subject so that it conforms to the standard of primary education in order to develop their competence in methods of teaching reading skills. In addition to that, similar to the curriculum of diploma teachers, Kiswahili phonology topics should be included in the Kiswahili syllabus for grade "A" teachers' training. This is

because the teaching of reading skills for the beginning readers requires well trained and knowledgeable Kiswahili teachers who know the rules governing sound production, how Kiswahili letters correspond with the produced Kiswahili sounds (Grapheme Phoneme Correspondence) and how a teacher should teach the beginning reader the phonological and phonemic awareness of Kiswahili alphabets.

(c)   The government should ensure that every primary school has a pre primary school class that are fully equipped and have qualified teachers. Although at the moment the government of the united republic of Tanzania has directed the local government authorities to establish pre primary school streams in each primary school, it does not make serious follow up for its implementation. Moreover most of the pre primary school teachers for the established classes are not qualified teachers for teaching the reading skills to the beginning readers as well as lacking the necessary reading materials.

(d)   The government of the united republic of Tanzania should support the parents in providing the breakfast to pre primary school pupils so that all pupils from the poor families and the vulnerable groups of children attend to pre primary school classes without missing. This could be done by allocating a certain percent of the tax collected in this country for this purpose only. For example, all employers in this country could pay education levy as one of the mandatory revenue of which part of it could assist in providing breakfast to pre primary school pupils and good remunerations to their teachers. This is because; employers are one of, and the first beneficiaries of educated

personnel in this country. They should not just wait for the government to incur the cost of education for the citizens of Tanzania without their direct contribution to it.

(e) There are many measures that can be taken to intervene the pupils' truancy in schools. Teachers and parents need to work jointly in following up the pupils' behaviour and helping them to attend schools. Parents and teachers should identify the needs of the pupils and provide to them the possible required needs. Parents should be reminded not to involve their children in child labour such as cattle herding and fishing. In addition that, school environment should be improved to enable girls to attend school for the whole school term.

(f) Schools and parents should work jointly to eliminate truancy in schools. Village governments should improve the school environment so that it accommodates all pupils throughout the school terms. For example, they should ensure that pupils get breakfast (porridge and even tea) and lunch at schools as practiced in most of the private primary schools. In addition, school management should improve the condition of infrastructure such as furniture and classrooms. Furthermore reading acquisition problem can be solved if steps are taken to ensure that pupils' irregular attendance to school is eliminated. This will enable teachers to teach all the pupils at the same time effectively. The pupils on their part will be able to follow what is sequentially taught.

(g) All pupils who are not able to read by the end of pre primary school education should not be admitted in standard I. The practice is substantiated by those pupils admitted in standard I in private primary schools.

(h) A mandatory pre primary school leavers examination (P.P.S.L.E) for pre primary school pupils who complete two years pre primary school education circle and its legal certificate should be established by Ministry of Education and Vocation Training. The National Examination Council of Tanzania (NECTA) should be directed by Ministry of Education and Vocational Training to organize and administer these examinations, hence section 8 of the new curriculum of pre primary school education curriculum regarding assessment of pre primary school education (URT, 2013:11) should be amended to meet these needs.

According section 4 of the new curriculum of pre school education in Tanzania, the system of formal education in Tanzania is 2-7-4-2-3+ (URT, 2013:5). This means that, two years for pre primary school education, seven years for primary education, 4 years for certificate of secondary education, 2 years for advanced certificate of secondary education, and three or more years for tertiary or higher education. All these levels of education with exception of pre primary school education are examined and graduants are awarded certificates of the respective level of education they complete. Ignoring to examine and award pre primary school education graduants is illogical and underrating pre primary school education in Tanzania. Therefore this level of education should be examined and graduants be awarded Pre Primary School Leavers Examination certificate.

The examination could be conducted regionally like the way standard IV examinations are conducted. In that examination, the "reading "should be treated as an independent subject of which all the components of reading for the beginning

readers (Word decoding and reading comprehension) should be tested. All the pupils who do not meet the required competencies of reading skills at this grade should not be admitted in standard I.

(i) Sanctions for teachers whose pupils fail to pass pre primary school examination should be established and practiced. If recommendations in number (h) and (i) are effected, all parents will take their children to pre primary school classes. Teachers also will be serious in teaching pre primary school pupils so that they acquire reading skills before they are admitted to standard I.

(j) The Ministry of Education and Vocational Training (MoEVT) should establish the special teachers' training programmes for pre primary school teachers. So far the pre primary school pupils in most of the public primary schools are taught by either untrained teachers or standard I teachers who majority of them are lacking the skills in methods of teaching reading skills to the beginning readers.

(k) It is therefore important that, local authorities construct more classrooms in order to alleviate the current situation of overcrowding in classrooms. This is because pupils will never acquire reading skills if they cannot manage to decode and encode letters and words caused by overcrowding in the classrooms. crowding causes teachers' failure to attend each pupil depending on his her speed in reading acquisition. We should not allow the recurrence of the 2012 experience whereby 1344 standard I pupils out of 57644 standard I pupils in both public and private primary schools in both Misungwi and Musoma municipality were not able to read by the end of that year.

(iii) Availability, Accessibility and Book Pupil Ratio of Available Textbooks, Supplementary Books, and other Reading Materials

Recommendations

(a)   In order to alleviate the problem of shortage of books and other materials, the central government and the local authorities should collaboratively work on procurement of reading materials and supply them to schools. It is imperative to introduce education levy for each employer to contribute to procurement of books and other reading materials for teaching reading skills. The private schools also should be supplied the textbooks by the government because the children studying there belong to the tax payers of this country.

(b)   The induction course for teachers and tutors who teach reading skills in Kiswahili   should be carried out whenever the curriculum changes take place leading to adoption of the new textbooks for the teaching of reading skills in Kiswahili.

(c) The books available in schools should be accessible to both pupils and teachers for use no matter the number of books in place. Head teachers should avoid keeping textbooks in their cabinets instead of being used by teachers and pupils.

5.4.2. Recommendation for Further Study

This study focused on the factors affecting the acquiring of reading skills in Kiswahili in primary schools; the case of Musoma Municipality and Misungwi district. (a)Since this study was confined to Musoma Municipality and Misungwi district only, we recommend that a cross-national study be carried out on why some

pupils who fail to acquire reading skills in standard I can not be remedied at standard II to VII, instead they remain illiterate up to standard VII and complete primary education without being able to read.

(b)   There is need to investigate further whether the existing reading curriculum in the new Kiswahili syllabus is relevant in respect of the skills of reading which   pupils are required to acquire in the course of the teaching undertaken by teachers in primary schools. This is because whereas in this study, we investigated only five components and dimensions of reading skills namely: word decoding , phonological and phonemic awareness , oral language and vocabulary, fluency reading, and comprehension reading, only three components namely comprehension skills, vocabulary and word classes were assessed in the national standard IV examinations conducted nationally in 2012 .

(c)   There is need to investigate the extent to which Kiswahili language textbooks used in primary schools are relevant and suitable for teaching reading skills in Kiswahili in primary schools in Tanzania.

(d)   There is need to investigate the extent to which Kiswahili language tutors are prepared to train primary school teachers to teach effectively reading skills to their pupils on methods, strategies and steps of teaching reading skills. The study could include among others: the curriculum for training tutors for grade "A" student   teachers, trainers' profiles" and modules for training tutors at the teachers   training colleges and Universities.

(e)   The other study should assess all teacher training processes with a focus on the methodology of teaching listening, reading, writing and numeracy skills, including:

(i)   The curriculum for teacher training.

(ii)   Trainers' profiles.

(iii) Modules in teacher training colleges.

(iv) Teachers profiles at model primary schools.

(v)   Pedagogical practices at primary school level.

(vi) Textbooks and subject teacher guides in primary school.

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APPENDICES

Appendix I: The Observation Schedule for Collecting Data During the Observation of the Teaching Standard I To V of Reading Components in the Class Room

1. The Teaching of Phonological and Phonemic Awareness for Beginning Readers:

Tool no. 1 (a)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	**(SCORES)**
1	**The teaching of phonological and phonemic awareness for beginning readers:**	(a) Teachers provide opportunity to pupils to associate letters with sounds (Grapheme Phoneme Correspondences-GPCs).			
			1		
			2		
			3		
			4		
			5		

(1)The teaching of phonemic and phonological awareness for beginning readers:

Tool no. 1 (**b**)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance (SCORES)
1	The teaching of phonemic and phonological awareness for beginning readers:	(b) Teachers facilitate pupils to combine letters/alphabets.			
			1		
			2		
			3		
			4		
			5		

(1)The Teaching of Phonemic and Phonological Awareness for Beginning

Readers:

Tool no. 1 (c)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
1	**The teaching of phonological and phonemic awareness for beginning readers:**	(c) Teachers provide opportunity to pupils to break up words into letters . That is, developing pupils' ability to spell the letters which form specific words (letter segmentation)			
			1		
			2		
			3		
			4		
			5		

(1) The Teaching of Phonemic and Phonological Awareness For Beginning

Readers:

Tool no. 1 (d)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
1	**The teaching of phonological and phonemic awareness for beginning readers:**	(d) Teachers apply songs in reinforcing pupils' memory of sounds they teach			
			1		
			2		
			3		
			4		
			5		

Tool no. 1 (e)

(1) The Teaching of Phonemic and Phonological Awareness for Beginning

Readers:

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
1	**The teaching of phonological and phonemic awareness for beginning readers:**	(e) Teachers assess pupils' ability in GPCs, blending, and segmentation			
			1		
			2		
			3		
			4		
			5		

Tool no. 2: Development of Pupils' Oral Language And Vocabulary:

Tool no. 2(a)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance
2	**Development of pupils' oral language and vocabulary:**	(a) Teachers facilitate pupils to develop new concepts, and terms of subject specific vocabularies.		i/ii/iii/iv	**(SCORES)**
			1		
			2		
			3		
			4		
			5		

Tool no. 2: Development of Pupils' Oral Language and Vocabulary
Tool no. 2(b)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance
2	**Development of pupils' oral language and vocabulary:**	(b) Teachers teach vocabulary either direct or indirect through story telling.		i/ii/iii/iv	**(SCORES)**
			1		
			2		
			3		
			4		
			5		

Tool no. 2: Development of Pupils' Oral Language and Vocabulary
Tool no. 2(c)

S/No	Components to observe	Issues to observe	**Observed Teacher**		
			S/No	Grade she /he teaches	Level of performance
2	**Development of pupils' oral language and vocabulary:**	(c) Teachers facilitate pupils to develop vocabularies through comparisons for level I (e.g. names of domestic and wild animals, members of the family, parts of the human body).		i/ii/iii/iv	**(SCORES)**
			1		
			2		
			3		
			4		
			5		

Tool no. 2: Development of Pupils' Oral Language and Vocabulary:

Tool No. 2(d)

S/N	Components to observe	Issues to observe	**Observed Teacher**		
2			S/N	Grade she /he teaches	Level of performance **(SCORES)**
	Development of pupils' oral language and vocabulary:	(d) Teachers facilitate pupils to develop new concepts/ vocabularies through keeping pupils' workbooks/ portfolios		i/ii/iii/iv	
			1		
			2		
			3		

| | | in keeping glossaries or list of words | 4 | | |
| | | | 5 | | |

Tool no. 2: Development of Pupils' Oral Language and Vocabulary:
Tool no 2(e)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
2	**Development of pupils' oral language and vocabulary:**	(e) Teachers facilitate pupils to develop subject specific new concepts/ vocabularies		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Tool No 3. Development of Pupils' Ability in Fluent Reading Skills (Fluency Reading):

Tool no. 3(a)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	**SCORES**
3	**Development of pupils' ability in fluent reading skills (fluency reading):**	(a) Teachers assign reading assignments practices (either for individual pupils or in pairs		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Tool No 3. Development of Pupils' Ability in Fluent Reading Skills (Fluency Reading): Too no (b)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
3	**Development of pupils' ability in fluent reading skills (fluency reading):**	(b) Teachers provide opportunity to pupils for voluntary reading.		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Tool no. (3) Development of Pupils' Ability in Fluent Reading Skills (Fluency Reading):
Tool no. 3(c)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
3	**Development of pupils' ability in fluent reading skills (fluency reading):**	(c) If teachers involve all pupils in reading aloud practices and the way the assignment is administered (whether individually or in chorus		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Tool No (3) Development of Pupils' Ability in Fluent Reading Skills (Fluency Reading):
Tool no. 3(d)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
3	**Development of pupils' ability in fluent reading skills (fluency reading):**	(d) Teachers assess the pupils' ability in fluent reading.		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Tool No (3) Development of Pupils' Ability in Fluent Reading Skills (Fluency Reading) Tool no (e)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
3	**Development of pupils' ability in fluent reading skills (fluency reading):**	(e) Teachers provide opportunity to pupils to develop ability in fluent reading through isolated words or continuous texts		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Tool no. 4(bi)

Methods of Teaching Reading Skills at Both Word Decoding and Language Comprehension Levels

S/N	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance
4				i/ii/iii/iv	
	Methods of teaching reading skills at both word decoding and language comprehension levels	(a) Teachers apply either bottom up, up bottom, or both in developing word decoding for beginning readers in level I.	1		
			2		
			3		
			4		
			5		

Tool no 4. (bii)

Methods of Teaching Reading Skills at Both Word Decoding and Language

Comprehension Levels

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
4	**Methods of teaching reading skills at both word decoding and language comprehension level**	(b)Teachers provide opportunity to pupils to develop language comprehension in level II to level IV through: (i) Group or cooperative learning.		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Methods of Teaching Reading Skills at both Word Decoding and Language

Comprehension Levels

Tool no. 4(biii)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
4				i/ii/iii/iv	
	Methods of teaching reading skills at both word decoding and language comprehension levels	(b) Teachers provide opportunity to pupils to develop language comprehension in level II to level IV through (ii) Asking and answering questions.	1		
			2		
			3		
			4		
			5		

Methods of Teaching Reading Skills at Both Word Decoding and Language

Comprehension Levels

Tool no. 4(biv)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
4	**Methods of teaching reading skills at both word decoding and language comprehension levels**	(b) Teachers provide opportunity to pupils to develop language comprehension in level II to level IV through (iii) Summarizing.		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Methods of Teaching Reading Skills at Both Word Decoding and Language

Comprehension Levels

Tool no. 4(bv)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
4	**Methods of teaching reading skills at both word decoding and language comprehension levels**	(b) Teachers provide opportunity to pupils to develop language comprehension in level II to level IV through (iv) Story structure		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Methods of Teaching Reading Skills at Both Word Decoding and Language

Comprehension Levels

Tool no.4 (bvi)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
4	**Methods of teaching reading skills at both word decoding and language comprehension levels**	(b) Teachers provide opportunity to pupils to develop language comprehension in level II to level IV through (v) Using extra linguistic devices such as pictures, diagrams, graphs, and Tables.		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Methods of Teaching Reading Skills at Both Word Decoding and Language Comprehension Levels

Tool no. 4 (bvii)

S/N	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
4	Methods of teaching reading skills at both Word decoding and language comprehension levels	(b) Whether teachers provide opportunity to pupils to develop language comprehension in level II to level IV through (vi)Meaning Clarification.		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Tool no. 4(bviii)

Methods of Teaching Reading Skills at Both Word Decoding and Language Comprehension Levels

S/N	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
4	Methods of teaching reading skills at both word decoding and language comprehension levels	(b)Whether teachers provide opportunity to pupils to develop language comprehension in level II to level IV through (vii)Using text to support their statements.		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Methods of Teaching Reading Skills at Both Word Decoding and Language Comprehension Levels

Tool No. 4(ix)

S/N	Components to observe	Issues to observe	Observed Teacher		
			S/N	Grade she /he teaches	Level of performance **(SCORE)**
4	Methods of teaching reading skills at both Word decoding and Language comprehension levels	(b) Teachers provide opportunity to pupils to develop language comprehension in level II to level IV through (viii) Identifying the theme or main idea in the passage at level III and IV.		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

Methods of Teaching Reading Skills at Both Word Decoding and Language
Tool No. 4(x)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
4	Methods of teaching reading skills at both word decoding and language comprehension level	(b) Teachers provide opportunity to pupils to develop language comprehension in level II to level IV through		i/ii/iii/iv	
			1		
			2		
			3		
		(ix) Retelling what they have read as well as causes and effect.	4		
			5		

Methods of Teaching Reading Skills at Both Word Decoding and Language
Comprehension Levels

Tool No. 4(c)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
4	Methods of teaching reading skills at both word decoding and language comprehension levels	(c) How teachers assess pupils' ability in word decoding and language comprehension		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

(5) How Teachers Use Textbooks and Supplementary Reading Materials
Tool No. 5(a)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance **(SCORES)**
5	**How teachers use textbooks and supplementary reading materials**	(a) Teachers use reading (word) flash cards in developing pupils' ability in phonemic awareness and word decoding for level I pupils.		i/ii/iii/iv	
			1		
			2		
			3		
			4		
			5		

(5) How Teachers Use Textbooks and Supplementary Reading Materials
Tool No. 5(b)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance
5	**How teachers use textbooks and supplementary reading materials**	(b) Teachers use textbook and supplementary reading materials for developing fluency in reading for level I to level IV, and language comprehension in level II to level IV.		i/ii/iii/iv	**(SCORES)**
			1		
			2		
			3		
			4		
			5		

(5) How Teachers use Textbooks and Supplementary Reading Materials

Tool no. 5(c)

S/No	Components to observe	Issues to observe	Observed Teacher		
			S/No	Grade she /he teaches	Level of performance
5	**How teachers use textbooks and supplementary reading materials**	(c) Teachers provide opportunity to pupils to develop ability in fluent reading through continuous texts.		i/ii/iii/iv	**(SCORES)**
			1		
			2		
			3		
			4		
			5		

**Appendix II (A): Questionnaire for Standard I and II Primary School
    Kiswahili Teachers**

Thank you very much for having accepted to participate in this exercise. I'm A Student at the Open University of Tanzania and carrying out my study on the reading programmes as regards to the teaching of reading skills in Kiswahili from standard I to Standard IV in Primary schools. I would like to assure you that all the information you share with me will be treated with confidentiality and only used for educational purpose. Feel free to ask me questions where you do not understand.

Background:

Part A: General Identification

1.   Date ……………………………………...……………………………

2.   Name of the interviewer ………………………...…………………………

3.   Name of school and Address……………………………….…………………

4.   Grade of the respondent teacher/s………………………….………………….

5.   The class in which the teacher teaches Kiswahili……..……………………

6.   District/municipality……………………………………..……………………

7.   Region……………………………………………………………..…………..

PART B: Teacher's Information (*Put a tick in the bracket for the correct one*)

8.   What is your highest level of Teacher Education? (*Write the number of the correct answer you select in the bracket given corresponding to answers given*):

    (i)   =Grade B/C Teachers' Certificate

    (ii)   = Grade A Teachers' Certificate

(iii)   =Diploma in Education

(iv)   =First degree   (   )

(v)   =Masters degree

(vi)   =Postgraduate diploma in Education

(vii)   =Others (Untrained Teacher)

9.   How long have you been teaching Kiswahili language in classes   between standard I and Standard IV? *(Write   the number of the correct answer you select in the bracket given corresponding to answers given)*

(i)   =one to two years,

(ii)   = Three to four years,   (   )

(iii)   =Five to six years,

(iv)   = Over six years,

PART C: Questionnaire for teachers on examining and analyzing methods and strategies of teaching reading skills in Kiswahili

10.   Which basic teaching method/s of teaching Kiswahili reading skills you were trained in your teacher training course? *(Write   the number of the correct answer you select in the bracket given corresponding to answers given)*

(i)   =Whole word method (known as top- down method),

(ii) = alphabetic method (known as bottom –up method),   (   )

(iii) =Interactive method (combination of both whole word and alphabetic methods)

11. Which method/s among the following do you apply in teaching Kiswahili reading skills? *(Write the number of the correct answer you select in the bracket given corresponding to answers given);*

(i) =Whole word method (known as top- down method),

(ii) = Alphabetic method (known as bottom –up method),   ( )

(iii) = Interactive method (combination of both whole word and alphabetic methods)

12. Are you aware that, oral language and vocabulary, phonological and phonemic awareness, fluency, and comprehension are the components of reading skills to be taught for beginning readers in primary schools? (*Write 1 for Yes and 2 for No, in the bracket*)

(i) = Yes,

(ii) = No   ( )

13. Do you agree that phonemic and phonological awareness, oral language and vocabulary, and fluency are among the components to be taught in teaching reading skills in Kiswahili in Primary schools?(Write 1 for YES, 2 for NO and 3 for I don't know in the bracket given)

(i) = Yes

(ii) = No

(iii)= I don't know   ( )

14. Teachers teach oral language and vocabulary development through the following: Strategies (W*rite the number of the correct answer you select in the bracket given corresponding to answers given)*

(i) =Story telling and show and tell activities

(ii) = New concepts through subject specific vocabularies (   )

(iii) =Directly and indirectly

15. Teachers teach pupils phonological and phonemic awareness through various tasks which include: (*write the number of the correct answer you select in the bracket given corresponding to answers given s*)

(i) =Grapheme – phoneme correspondences (GPCs) (i.e. letter sound correspondences),

(ii) =Blending –i.e. joining letters to form syllables and words,   ( )

(iii) =Introducing (diagraph) sounds that are represented by more than one letter,

(iv) =Segmenting –Breaking up word into phonemes that make the word through spelling the letters composing the word.

16. The strategies teachers apply in teaching **phonological and phonemic awareness** include (W*rite   the number of the correct answer you select in the bracket given corresponding to answers given)*

(i) Songs,

(ii) Actions,

(iii) Alphabetic games,   ( )

(iv)   Shared reading.

(v)   All of the above

17.   Teachers apply the following strategies below in teaching reading comprehension skills in the Kiswahili reading for comprehension lesson; (Tick in the box either SA-for strongly agree, A -for agree, DA- for disagree, and SDA- for strongly disagree)

S/No.	Strategies for teaching comprehension lesson	SA	A	DA	SDA
1	Asking pupils questions and answers orally and in writing				
2	Asking pupils to summarize what they have read				
3	Asking pupils to retell what they have read orally				
4	Providing them the filling in blank questions				
5	Applying guided reading strategy				
6	Asking them to use text to support their statements				
7	Asking them to identify the theme or idea on what they have read				

18.   In teaching Kiswahili reading lesson, teachers promote the **fluency** reading skills. Through the following strategies; (*tick in the box either Yes   or No in the box in front of the strategy listed*)

S/No.	The strategy teachers use in promoting fluency reading skills	Yes	No
1	Assigning reading task for sentence of 3 to 5 words at individual level within a specified period of time of 60 seconds to read aloud		
2	Assigning reading task for sentence of 5 words at individual level within a specified period of time of 60 seconds to read aloud		
3	Assigning a reading task for a sentence of 10 words to read aloud at individual level within a specified period of time of 60 seconds		
4	Assigning a reading task for a sentence of three to 10 words to read aloud at individual level within a specified period of time of 60 seconds		
5	Assigning a reading task for a sentence of more than 10 words to read aloud at individual level within a specified period of time of 60 seconds		

19. Which skills do you intend the pupils to acquire when you teach word recognition? (*Writ the number of the correct answer you select in the bracket given corresponding to answers given*)

(i) = decoding (Reading),

(ii) = encoding (Spelling),   (   )

(iii) = none of the above,

20. Which skills do you intend the pupils to acquire when you teach comprehension lesson, *(write   the number of the correct answer you select in the bracket given corresponding to answers given);*

(i) = Understanding the information in the text,

(ii) = Interpreting the information in the text,   (   )

(iii) =Responding to text,

(iv) =Non of the above

21. Steps teachers for grade level I and II follow in teaching pupils word recognition include: teaching the letters (Vowels and consonants), syllables and words (blending), introducing diagraphs, segmenting, and vise versa (write 1 for **YES,** 2 for **NO**, and **3** for none in the list mentioned)

(i) = YES

(ii) = NO

(iii) = None of the steps in the list mentioned (   )

22. Steps teachers for level I and II follow in teaching pupils' comprehension lesson include: teaching Vocabularies, structure, reading aloud, and asking

oral and written questions(write **1** for **YES,** 2 for **NO**, and **3** for none in the list mentioned).

(i) = YES

(ii) = NO   (   )

(iii) = None of the steps in the list mentioned (   )

23.   To what extent do you apply the following methods in teaching reading skills when you get in your Kiswahili reading class?(*Tick the correct answer in the corresponding box only once for each answer-e.g. if you tick under "often" in s/no. 1, do not tick under "not often" in that number again*)

S/No.	Methods of teaching	Often	Not often
1	Alphabetic method bottom-up)		
2	Whole word method (Top-down)		
3	Interactive method (Combination of bottom-up and top-down)		

24. The challenges teachers for grade level I and II are facing in the teaching of Kiswahili reading skills in the Kiswahili language class include, shortage of text books and other supplementary reading materials, relevance of books in relation to the respective class, many subjects up to 7 in level I and II, and overcrowding(*Write 1 for **YES**, 2 for **NO**, and **3** for not mentioned in the list in the bracket depending on the class you teach*).

(i) =Yes

(ii) = No   (   )

PART D: Questionnaire for teachers on application of methods and strategies of teaching reading skills in Kiswahili:

25. You   apply the top down and bottom up methods in teaching reading skills in Kiswahili in the reading lesson? (*Write **1** for Yes and **2** for   No   in the bracket)*

(i) = Yes,

(ii) = No (   )

26. If the answer in the question above   is "No", what are the reasons? *(write   the number of the correct answer you select in the bracket given corresponding to answers given)?*

(i) = It is not prescribed in primary school Kiswahili syllabus

(ii) = I was not trained on how to use that method in teaching reading skills

(iii) = I do not have knowledge on how to apply it   (   )

(iv)= the time allocated in the school time Table for Kiswahili language class at

(v) =other reasons not mentioned above

27. To what extent do you teach the following reading skills in your Kiswahili reading class? (*Tick the correct answer in the corresponding box only once for each answer-e.g. if you tick under   "often" in s/no. 1, do not tick under not "often",)*

S/N	The Reading Skill	Often	Not Often	Never
1	Single letter sound correspondences			
2	Word recognition or identification of letters, syllables, and words			
3	Identification of word, then breaking it to syllables and letters			
4	Joining the words to form sentences			
5	Answering the questions on what they understand			
6	Teaching vocabularies			

28. The ways through which you help your pupils who are slow learners in the lesson of reading in Kiswahili include the following (*write   the number of the*

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correct answer you select in the bracket given corresponding to answers given)

(i) =Teaching individual pupils

(ii) = Teaching them in independent group

(iii) = Teaching them together wit other fast learners

(iv) = All the above mentioned

(v) = Non in the above mentioned   (   )

29. Are you trained as reading skills specialist teacher for teaching reading skills in primary schools? (*Write 1 for Yes and 2 for No in the bracket*)

(i) = yes

(ii) = no   (   )

PART E: Questionnaire for teachers on other factors affecting the teaching of reading skills in Kiswahili in primary schools

30. The following are other factors thought of being affecting the teaching of reading skills in Kiswahili in primary schools. (Tick in the box either **A** -for agree, **DA**- for disagree, and **SDA**- for strongly disagree)

S/N	Factors affecting the acquiring of reading skills reading skills in Kiswahili	A	DA
1	The Primary school Kiswahili syllabus is not clear on alphabetic method (bottom-up) and whole word (top- bottom) methods of teaching reading skills		
2	There are no specified supplementary reading materials prescribed in the primary school Kiswahili syllabus		
3	The text books applied by teachers are not favourable for the beginning readers class		
4	Kiswahili teachers lack enough competencies on methods of teaching reading skills in Kiswahili		
5	The number of pupils in early reading classes is very big such that it does not allow effective teacher pupil interaction in applying alphabetic method in Teaching Kiswahili reading skills.		

PART F: Questionnaire for teachers on examining the availability, relevance, and usability of the available Kiswahili textbooks, supplementary books and

Kiswahili reading materials for teaching reading skills in Kiswahili in Primary schools.

31. *A*re there any textbooks prescribed by MoEVT for teaching reading skills in the class you teach? (*Write **1** for Yes and **2** for No in the bracket?)*

    (i) = yes

    (ii) = no   (   )

32. How do you know the appropriateness and relevance of the textbooks and supplementary reading materials to teaching reading skills in Kiswahili? (*Write   the number of the correct answer you select in the bracket given corresponding to answers given)*

    (i)   They are presented in the syllabus

    (ii) They determine their relevance on their own depending on the topic (   )

    (iii) The head of department in schools determine their relevance

    (iv) They are prescribed by the MoEVT

33. To what extent the textbooks you use are useful in teaching   reading skills? *(Write either 1 or2   for the correct answer you select in the bracket given corresponding to answers given).*

    (i) = High extent   (   )

    (ii) =Low extent

34. To what extent are pupils in access to those textbook? (*Write   the number of the correct answer you select in the bracket given corresponding to answers given*)**.**

(i) = Many pupils

(ii) =Few pupils   (   )

35.   Supplementary reading materials you use mostly in teaching reading skills in
      Kiswahili include Song posters, alphabet charts, flash cards with single words,
      letters, and syllables, Text charts, Poem chart cards, Kiswahili news papers,
      supplementary books, Wall charts with words, letters, Syllables, and
      illustrations /pictures *(write either **1** for Yes, or **2** for No in the given
      bracket)*

      (i) = Yes

      (ii) = No   (   )

36.   Have you ever noticed any shortage of textbooks for teaching reading skills in
      your Kiswahili class? (*Write either **1** for Yes or **2** for No in the   bracket).*

      (i) = yes

      (ii) = No   (   )

37.   To what extent do you use the textbooks and supplementary reading materials
      in teaching reading skills in your reading lesson? (*Write the number of the
      answer you choose in the given bracket)*

      (i)= Often,

      (ii) = Not often,   (   )

      (iii)= Never

38.   What is the range of book pupil ratio in your reading class? (*Write the number
      of the answer you choose in the given bracket)*

      (i) = it ranges from1:1 to 1: 2

(ii) =it ranges from 1: 3 to 1: 4

(iii) =it ranges from 1: 5 to 1: 6

(iv) = it ranges from 1: 7 to 1: 8   (   )

(v) = it ranges from 1: 9 to 1: 10

(vii) = it ranges from 1: 11 to 1: >12

39. How many pupils in your Kiswahili class are not able to read? (*Write the number of the answer you choose in the given bracket*)

(i) = 1 to 5 pupils

(ii) =6 to 10 pupils

(iii) = 10 to 14 pupils   (   )

(iv) =15 to 20 pupils

(v) = More than 20 pupils

Appendix II(B): Questionnaire for Standard III and IV Primary School Kiswahili Teachers

Thank You Very Much For Having Accepted To Participate In This Exercise. I'm A Student at the Open University of Tanzania and carrying out my study on the reading programmes as regards to the teaching of reading skills in Kiswahili from standard I to Standard IV in Primary schools. I would like to assure you that all the information you share with me will be treated with confidentiality and only used for educational purpose. Feel free to ask me questions where you do not understand.

Background:

Part A: General Identification

1.   Date …………………..…………………………………………………

2.   Name of the interviewer ……………..……………………………………

3.   Name of school and Address…………………………………………………

4.   Grade of the respondent teacher/s…………………………………………..

5.   The class in which the teacher teaches Kiswahili…………………………….

6.   District/municipality………………………………………………………

7.   Region………………………………………………….………………..

PART B: Teacher's Information (*Put a tick in the bracket for the correct one*)

8.   What is your highest level of Teacher Education? (*Write the number of the correct answer you select in the bracket given corresponding to answers given*);

(i) =Grade B/C Teachers' Certificate

(ii)   = Grade A Teachers' Certificate

(iii)   = Diploma in Education

(iv)   =First degree   ( )

(v)   =Masters degree

(vi)   =Postgraduate diploma in Education

(vii)   =Others (Untrained Teacher)

9.   How long have you been teaching Kiswahili language in classes   between standard I and Standard IV? *(Write the number of the correct answer you select in the bracket given corresponding to answers given)*

(i) =One to two years,

(ii) =Three to four years,   ( )

(iii) =Five to six years,

(iv) = Over six years,

PART C: Questionnaire for teachers on examining and analyzing methods and strategies of teaching reading skills in Kiswahili:

10.   Which basic teaching method/s of teaching Kiswahili reading skills you were trained in your teacher training course? , *(write the number of the correct answer you select in the bracket given corresponding to answers given)*

(i) =Whole word method (known as top- down method),

(ii) =Alphabetic method (known as bottom –up method),   ( )

(iii) = Interactive method (combination of both whole wordand alphabetic methods)

11. Which method/s among the following do you apply in teaching Kiswahili reading skills? *(Write the number of the correct answer you select in the bracket given corresponding to answers given);*

(i) =Whole word method (known as top- down method),

(ii) =Interactive approach method (combination of both whole word ( )

and alphabetic methods)

12. Are you aware that, oral language and vocabulary, phonological and phonemic awareness, fluency, and comprehension are the components of reading skills to be taught for beginning readers in primary schools? (*Write 1 for Yes and 2 for No, in the bracket)*

(i) = yes,

(ii)=no ( )

13. Do you agree that phonemic and phonological awareness, oral language and vocabulary, and fluency are among the components to be taught in teaching reading skills in Kiswahili in Primary schools?(Write 1 for YES, 2 for NO and 3 for I don't know in the bracket given)

1= Yes

2= No

3= I don't know ( )

14. Teachers teach oral language and vocabulary development through the following Strategies (W*rite the number of the correct answer you select in the bracket given corresponding to answers given)*

(i) =Story telling and show and tell activities

(ii) = New concepts through subject specific vocabularies (   )

(iii) = Directly and indirectly

(iv) = Spelling the letters composing the wo

15. Teachers apply the following strategies below in teaching reading comprehension skills   in the Kiswahili reading for comprehension lesson; (Tick in the box either, **A -**for agree,, **DA-** for disagree)

S/N	Strategies for teaching comprehension lesson	A	DA
1	Asking pupils questions and answers orally and in writing		
2	Asking pupils to summarize what they have read		
3	Asking pupils to retell what they have read orally		
4	Providing them the filling in blank questions		
5	Applying guided reading strategy		
6	Asking them to use text to support their statements		
7	Asking them to identify the theme or idea on what they have read		

16. In teaching Kiswahili reading lesson, teachers promote the **fluency** reading skills through the following strategies; (***tick in the box either Yes   or No in the box in front of the strategy listed***)

S/N	The strategy teachers use in promoting fluency reading skills	Yes	No
1	Assigning reading task for sentence of 3 to 5 words at individual level within a specified period of time of 60 seconds to read aloud		
2	Assigning reading task for sentence of 5 words at individual level within a specified period of time of 60 seconds to read aloud		
3	Assigning a reading task for a sentence of 10 words to read aloud at individual level within a specified period of time of 60 seconds		
4	Assigning a reading task for a sentence of three to 10 words to read aloud at individual level within a specified period of time of 60 seconds		
5	Assigning a reading task for a sentence of more than 10 words to read aloud at individual level within a specified period of time of 60 seconds		

17. Which skills do you intend the pupils to acquire when you teach comprehension lesson? *(Write the number of the correct answer you select in the bracket given corresponding to answers given);*

(i) = Understanding the information in the text,

(ii) = Interpreting the information in the text,   ( )

(iii) =Responding to text,

(iv) =Non of the above

18. Steps you follow in teaching pupils' comprehension lesson in grade level III and IV include: teachingVocabularies, structure, reading aloud, and asking oral and written questions (write **1** for **YES,** 2 for **NO**, and **3** for none in the list mentioned).

(i) = Yes

(ii) = No   (   )

(iii)= None of the steps in the list mentioned (   )

19. The challenges teachers for grade level III and IV are facing in the teaching of Kiswahili reading skills in the Kiswahili language class include, shortage of text books and other supplementary reading materials, relevance of books in relation to the respective class, and overcrowding(*Write 1 for **YES**, 2 for **NO**, and **3** for not mentioned in the list in the bracket depending on the class you teach).*

(i)=yes

(ii)= no   ( )

PART D: Questionnaire for teachers on application of methods and strategies of

teaching reading skills in Kiswahili

20.   The ways through which you help your pupils who are slow learners in the

lesson of reading in Kiswahili include the following (*write   the number   of*

the correct answer you select in the bracket given corresponding to answers

given)

(i) =Teaching individual pupils

(ii) = Teaching them in independent group

(iii) = Teaching them together wit other fast learners

(iv) = All the above mentioned

(v) = Non in the above mentioned   (   )

21.   Are you trained as reading skills specialist teacher for teaching reading skills

in primary schools? (*Write **1** for Yes and **2** for   No   in the   bracket*)

(i) = yes

(ii) = no   (   )

PART E: Questionnaire for teachers on other factors affecting the teaching of

reading skills in Kiswahili in primary schools

22.   The following are other factors thought of being affecting   the teaching of

reading skills in Kiswahili in primary schools. (Tick in the box either **A**--for

agree, **DA**- for disagree, and **SDA**- for strongly disagree)

SN	Factors affecting the acquiring of reading skills reading skills in Kiswahili	A	DA
1	The Primary school Kiswahili syllabus is not clear on alphabetic method (bottom-up) and whole word (top- bottom) methods of teaching reading skills		
2	There are no specified supplementary reading materials prescribed in the primary school Kiswahili syllabus		
3	The text books applied by teachers are not favorable for the beginning readers class		
4	Kiswahili teachers lack enough competencies on methods of teaching reading skills in Kiswahili		
5	The number of pupils in early reading classes is very big such that it does not allow effective teacher pupil interaction in applying alphabetic method in Teaching Kiswahili reading skills.		

PART F: Questionnaire for teachers on examining the availability, relevance, and usability of the available Kiswahili textbooks, supplementary books and Kiswahili reading materials for teaching reading skills in Kiswahili in Primary schools.

23. *A*re there any text books prescribed by MoEVT for teaching reading skills in the class you teach? (*Write 1 for Yes and 2 for No in the bracket?)*

    (i) = yes

    (ii) = no   (   )

24. How do you know the appropriateness and relevance of the textbooks and supplementary reading materials to teaching reading skills in Kiswahili? (*write the number of the correct answer you select in the bracket given corresponding to answers given)*

    (i) They are presented in the syllabus

    (ii) They determine their relevance on their own depending on the topic (   )

    (iii) The head of department in schools determine their relevance

    (iv) They are prescribed by the MoEVT

25. To what extent the textbooks you use are useful in teaching   reading skills?

    (Write either 1 or2   for the correct answer you select in the bracket given

    corresponding to answers given).

    (i) = High extent   (   )

    (ii) =Low extent

26. To what extent are pupils in access to those textbook? *(Write   the number of*

    the correct answer you select in the bracket given corresponding to answers

    given).

    (i) = Many pupils

    (ii) =Few pupils   (   )

28. Supplementary reading materials you use mostly in teaching reading skills in

    Kiswahili include Text charts , Internet prints, Bill boards, Poem chart cards,

    Kiswahili news papers, supplementary books, , *(write either 1 for Yes, or 2*

    for No in the given bracket)

    (i) = yes

    (ii) = no   (   )

29. Have you ever noticed any shortage of textbooks for teaching reading skills in

    your Kiswahili class? (*Write either **1** for Yes or **2** for No in the   bracket).*

    (i) = yes

    (ii) = no   (   )

30. To what extent do you use the textbooks and supplementary reading materials in teaching reading skills in your reading lesson? (*Write the number of the answer you choose in the given bracket*)

(i) = Often,

(ii) = Not often,   ( )

(ii) = Never

31. What is the range of book pupil ratio in your reading class? (*Write the number of the answer you choose in the given bracket*)

(i) = it ranges from1:1 to 1: 2

(ii) =it ranges from 1: 3 to 1: 4

(iii) =it ranges from 1: 5 to 1: 6

(iv) = it ranges from 1: 7 to 1: 8   (   )

(v) = it ranges from 1: 9 to 1: 10

(vi)= it ranges from 1: 11 to 1: >12

32. How many pupils in your Kiswahili class are not able to read? (*Write the number of the answer you choose in the given bracket*)

(i)   = 1 to 5 pupils

(ii) =6 to 10 pupils

(iii) = 10 to 14 pupils   (   )

(iv) =15 to 20 pupils

(v) = More than 20 pupils

Appendix III(A): Head teachers' Focus Group Discussion Guiding Questions:
(Section 3.3.5)

Thank you very much for having accepted to participate in this exercise. I'm a student at the Open University of Tanzania and carrying out my study on the reading programmes as regards to the teaching of reading skills in Kiswahili from standard I to Standard IV in Primary schools. I would like to assure you that all the information you share with me will be treated with confidentiality and only used for educational purpose. Feel free to ask me questions where you do not understand.

Background

Part A: General Identification

1.   Date 11/01/2012

2.   Name of the interviewer:

3.   Name of the respondent/s and Telephone number/s………….……………….

4.   Names of schools and   Addresses: ………………………...……………….

6.   Status ……………………………………………………………………..…..

7.   District/municipality …………………………………………….……………

 8.   Region …………………………………………………………..………………

Part B: Guiding Questions For Discussion:

9.   According to the news in some media, there are pupils who complete primary education without acquiring reading skills. What do you think are contributing to that situation?

10. What steps do you recommend to be taken by the MoEVT for regulating that problem?

11. In your own opinion, what changes do you think if effected, can help to improve the teaching of reading skills in Kiswahili in Tanzania primary schools?

12. Which textbooks are prescribed for teaching reading skills for standard to standard IV? (a) They are prescribed in the list by School inspector.

13. How do you know the appropriateness and relevance of the textbooks and supplementary reading materials to teaching reading skills in Kiswahili?

14. How do you obtain the textbooks for teaching reading skills in Kiswahili for your schools?

15. To what extent the textbooks used by teachers in teaching reading are useful in teaching reading skills in Kiswahili?)

16. To what extent are pupils in access to those textbooks?

17. Which are the supplementary reading materials used mostly in teaching reading skills in Kiswahili at your schools and how do you obtain them.

18. Have you ever noticed any shortage of textbooks for teaching reading skills in your at your schools and how do you solve the problem?

19. What is the range of book pupil ratio in your schools for the reading lesson and how does that ratio affect the teaching of reading in your schools?

20. How many pupils at your schools are not able to read in Kiswahili?

Appendix III (B): Focus Group Discussion Guiding Questions for District School Inspectors

PART A: General Identification

1.   Date of the interview……………………………………………………

2.   Name of the interviewer……………………………………….………..

3.   Name of the respondent & Telephone number…………………………….

4.   Name of the office: ……………………………………….…………..

5.   District /Region: ………………………………………………………..

6.   Inspector's Position: …………………………………………………….

7.   Gender: …………………………………………………..…………

PART B: **Interview guide**

8.   According to the media reports and some studies undertaken in Tanzania, there are Primary school pupils who complete primary education without the ability of reading Kiswahili fluently in Tanzania. What factors do you think are contributing to this   situation?

9.   What is the situation of this problem in your district/municipal and how do you Attempt to manage it?

10. What is your opinion on methods of teaching reading skills applied by Kiswahili Teachers in teaching reading skills in primary schools in your district/ municipal council?

11. Some studies in Tanzania reveal that, although participatory teaching method is one advocated to be applied by teachers; most teachers fail to apply it

effectively in teaching reading skills in Kiswahili. What do you say about these findings in   relation   to   your experience?

12. Some scholars advocate three methods of teaching reading skills namely alphabetic method (similar to bottom up), whole word method (similar to top down) and combination of the two. Being school inspector, are you familiar with these methods   and do you think teachers know them?

13. The findings of some studies in Tanzania reveal that, in some schools there is no effective use of the available textbooks and supplementary materials in teaching   reading skills in Kiswahili. What is your opinion on this matter in relation to your   experience when you perform your inspectorate duties?

14. Can you tell me the ratio between the Kiswahili books in standard I to IV and pupils in your district/municipal.

15. Being the school inspector, we believe that you are very familiar with textbooks supplementary materials used by teachers in teaching reading skills in the lower classes (standard I to IV). What is your opinion on the relevance of those books and supplementary materials for teaching reading skills in those grades?

16. In some years back, teaching of reading skills in lower classes (Standard I to IV) in Kiswahili in Primary schools involved some supplementary story books in good numbers. What is the current situation in schools in relation to this matter?

17. Which other reading teaching facilities do teachers use mostly in teaching reading skills in Kiswahili in primary schools?

18. There is allegation that the methods of teaching reading skills by Kiswahili teachers in lower classes (Standard I to IV) in primary schools is among the factors contributing to failure of pupils to master reading skills in Kiswahili. What is your opinion on this allegation?

19. What is your general opinion about the training of teachers for teaching reading skills in primary schools in Tanzania?

20. To what extent do you think the methods used by teachers in teaching reading skills in primary schools affect the teaching of reading skills in Kiswahili and how.

21. Which steps are taken by your office to improve the ability of Kiswahili teachers in teaching reading skills in Kiswahili in primary schools in your district/ municipal?

22. In some years back, there were special in-service training for literacy teachers in TTCs for 3Rs (reading, writing and Arithmetic). Does the programme still exist and which criteria are applied in selecting teachers to join the training?

23. If the programme does not exist, how are Kiswahili reading teachers determined in schools?

24. Is there anything more that you can tell me about this area of teaching reading skills in Primary schools related to failure of pupils to master reading skills by the time they complete primary education?

Appendix IV(A): Interview Guide Questions for D.E.Os/ M.E.Os

Thank you very much for having accepted to participate in this exercise. I'm a student at the Open University of Tanzania and carrying out my study on the reading programmes as regards to the teaching of reading skills in Kiswahili to standard I to Standard IV in Primary schools. I would like to assure you that all the information you share with me will be treated with confidentiality and only used for educational purpose. Feel free to ask me questions where you do not understand.

Part A: General Identification.

1. Date …………………………………………...……………………………

2. Name of the interviewer ……………………………………………..………

3. Name of the respondentand Telephone number………………………………

4. Title of the respondent ………………………………………………..………

7. District/municipality………………………………………..………………

8. Region……………………………………………………………..……..

PART B: Respondent's Information (*Put a tick in the bracket for the correct one).*

9. Sex: (i) = Male   ( )

           (ii) = Female   ( )

10. Age:……………………………. (*Write the total number of years*)

11. According to the media reports and some studies undertaken in Tanzania, there are primary school pupils who complete primary education without the ability of reading Kiswahili fluently in Tanzania. What factors do you think are contributing to this situation?

12. What is the situation of this problem in your district/municipal and how do you attempt to manage it?

13. What steps do you suggest to the Ministry (MoEVT) in order to control the problem?

14. How are the pupil book ratio of text books for teaching the reading skills in Kiswahili in your schools?

15. There is allegation that the methods of teaching reading skills by Kiswahili teachers in lower classes is among the factors contributing to failure of pupils to master reading skills in Kiswahili. What is your opinion on this allegation?

16. Some studies in Tanzania reveal that, although participatory teaching method is the one advocated to be applied by teachers; most teachers fail to apply it effectively in teaching reading skills in Kiswahili. What do you say about these findings in relation to your experience?

17. What is your general opinion about the training of teachers for teaching reading skills in primary schools in Tanzania?

18. The findings of some studies in Tanzania revealed that, in some schools there is no effective use of the available textbooks and supplementary materials in teaching reading skills in Kiswahili. What is your opinion on this matter?

19. According to your experiences in management of education at the district level, what is your general view in relation to the problem of pupils' failure to master reading skills by the time they complete primary Education?

20. According to the report of the study conducted by an NGO namely UWEZO in 2010 in 38 districts in Tanzania (Musoma Municipality/ Misungwi district council inclusive) only 42.2% of standard 3 pupils in Musoma Municipality and 37% in Misungwi district council were able to read Kiswahili fluently. What is the current situation in your district and what means do you use to regulate the situation?

21. Is there anything more that you can tell me about this area of teaching reading skills in Primary schools related to failure of pupils to master reading skills by the time they complete primary education?

Thank you very much for your cooperation

Appendix IV(B): Interview Guide Questions for Tutors at Teachers' training Colleges

Thank you very much for having accepted to participate in this exercise. I'm a student at the Open University of Tanzania and carrying out my study on the reading programmes as regards to the teaching of reading skills in Kiswahili from standard I to Standard IV in Primary schools. I would like to assure you that all the information you share with me will be treated with confidentiality and only used for educational purpose. Feel free to ask me questions where you do not understand.

Part A: general identification

1.   Date …………………………………………..……………………

2.   Name of the interviewer ……………………...……………………………

3.   Name of the respondent/s and Telephone number……………………….……

4.   Name of college and Address…………………………………………………

5.   Grade of the respondent tutor/s…………………………………………….

6.   Status (class tutor//Head of Kiswahili department)……………...……………

7.   The class in which the tutor teaches Kiswahili………………..………………

8.   District/municipality………………………………………..……………………

9.   Region…………………………………………………………………..………..

Part B: The guiding questions:

1. Which method/s of teaching reading skills do you train student teachers for teaching reading skills in Kiswahili in Primary schools

2.   Are methods of teaching reading skills included in the grade III A teacher training Kiswahili syllabus

3. Are you trained as reading skills specialist tutor?

4. If no, from which experience do you teach student teachers the way to teach reading skills in Kiswahili in primary schools

5. When you go to the Block Teaching Practice (BTP) supervision, how do you see Student teachers in teaching reading skills in Kiswahili in standard I to II and Standard III to IV?

6. What is your opinion the question of methods of teaching reading skills in Kiswahili? In Primary schools?

7. To what extent do you think the methods used in teaching reading skills in Kiswahili affect the teaching of reading skills in Kiswahili in Primary schools in Tanzania?

8. What is the content of Kiswahili curriculum at the Teacher training College?

9. How do you prepare Pre-service student teachers to teach reading skills in Kiswahili in primary schools at elementary level?

10. Being a tutor, we believe that you are aware of the two dimension of reading, would you please mention them;

    (i)………………………………………………………………..……………………..

    (ii)…………………………………………………………………………………………

11. Do you agree that the following are basic components to be taught in reading skills? Responses: 1= Yes, 2= No

    (i) Phonological and phonemic awareness

    (ii) Oral language and vocabulary

    (iii) Fluency

    (iv) Comprehension

12. If you do not agree with the abovementioned components, which components do you know?

13. If you agree with the above mentioned components, can you tell me briefly the skills taught in;

    (i)   Alphabetic lesson

    (ii) Comprehension lesson

14. Are you aware of the three methods of teaching reading skills namely,

    (i) Bottom- up (phonics)

    (ii) Top-down (whole word)

    (iii) Combination of bottom-up and top-down (Interactive methods)

15. If yes, can you tell me briefly how these methods are applied in teaching? Reading skills?

16. Can you mention the steps for teaching reading skills that you teach your student teachers?

17. What is your opinion regarding the use of textbooks which are used in teaching reading skills in primary schools?

19. What do you suggest to the MoEVT regarding the teaching of reading skills in Kiswahili in primary schools in Tanzania?

20. Which components do you teach your student teachers to apply in teaching reading skills in Kiswahili;

    (i)   Word recognition

    (ii) Comprehension

21. Which are the supplementary reading materials you teach your students teachers to use when they teach reading skills in Kiswahili?

22. Which are the challenges of teaching reading skills in Kiswahili in primary schools that you think primary school teachers face?

23. Is there anything else you want to tell me concerning this area?

Appendix III: Interview Guide Questions for District Statistics and Logistics Officers at the District and Municipal Education Office

Thank you very much for having accepted to participate in this exercise. I'm a student at the Open University of Tanzania and carrying out my study on the reading programmes as regards to the teaching of reading skills in Kiswahili from standard I to Standard IV in Primary schools. I would like to assure you that all the information you share with me will be treated with confidentiality and only used for educational purpose. Feel free to ask me questions where you do not understand

PART A: General identification:

1. Date of the interview…………………………………………...………………

2. Name of the interviewer………………………………………..…………..

3. Name of the respondent(s) & Telephone number……………………………..

   …………………………………………………………………………………

4. Name of the office: …………………………….………………………………..

5. Municipal/District and Region: …………………………………………………

PART B: Interview guide questions:

6. According to the media reports and some studies undertaken in Tanzania, there are Primary school pupils who complete primary education without the ability of reading Kiswahili fluently in Tanzania. What factors do you think are contributing to this situation?

7. What is the situation of this problem in your district/municipal and how do you attempt to manage it?

8.   What is your opinion on methods of teaching reading skills applied by Kiswahili teachers in teaching reading skills in Primary schools in your district/ municipal council?

9.   The findings of some studies in Tanzania reveal that, in some schools there is no effective use of the available textbooks and supplementary materials in teaching reading skills in Kiswahili. What is your opinion on this matter in relation to your experience?

10.   According to the response of teachers in schools, there is very high shortage of textbooks and supplementary books for teaching reading skills in Kiswahili in primary schools. What is your opinion on the responses and how is the student book ratio for teaching reading skills in Kiswahili in standard I to IV   in your district/municipal.

11.   Which prescribed text books and supplementary books for teaching reading skills in Kiswahili for   Standard I to standard IV are applied by teachers in teaching reading skills in Kiswahili in your district/Municipal.

12.   Being the district statistics and logistic officer, we believe that you are very familiar with textbooks, and supplementary books applied by teachers in teaching reading skills in the lower classes (standard I to IV).What is your opinion on their relevance for teaching reading skills in Kiswahili in   those grades?

13. What is your general opinion on the use of multiple text books from several publishers in teaching Kiswahili reading skills at the same level (standard I to standard iv) in primary schools in Tanzania?

14. In some years back, teaching of reading skills in lower classes (Standard I to IV) in Kiswahili in Primary schools involved some supplementary story books in good number. What is the current situation in schools in relation to this matter?

15. There is allegation that the methods of teaching reading skills by Kiswahili teachers in lower classes (Standard I to IV) in primary schools is among the factors contributing to failure of pupils to master reading skills in Kiswahili. What is your opinion on this allegation?

16. What is your general opinion about the training of teachers for teaching reading skills in primary schools in Tanzania?

17. According to the report of the study conducted by an NGO namely UWEZO in 2010 in 38 districts in Tanzania (Musoma Municipality/ Misungwi district council inclusive), only 42.2% of standard 3 pupils in Musoma Municipality and 37% in Misungwi district council were able to read Kiswahili fluently. What is the current situation in your district and what means do you use to regulate the situation?

18. Is there anything more that you can tell me about this area of text books, supplementary books and supplementary materials for teaching reading skills

in Kiswahili in Primary schools in relation to failure of pupils to master reading skills by the time they complete primary education?

Thank you very much for your cooperation

Appendix VI: Number of Participants

a) **296** Kiswahili teachers for standard I to IV public primary school pupils.

b) **Other Participants:**

- Tutors --------------------------------10

- District education officer and

- Municipal education officer-----------02

- District school inspectors -------------6

- Statistics and logistic officers----------2

- Head teachers -------------------------28

c) **Grand Total number of other participants-344**

d) **List of prescribed books for level I to level IV for teaching reading skills**

   in Kiswahili in primary schools in   Tanzania

Grade	S/No.	Title	Publisher
I	1	Kiswahili Darasa la Kwanza	Oxford University Press
	2	Kiswahili Lugha yetu- darasa la Kwanza	Education Distributors Vision LTD
II	3	Kiswahili Drasa la pili	Oxford University Press
	4	Misingi ya Kiswahili darasa la pili	Ujuzi Books LTD
III	5	Kiswahili Darasa la tatu	Bene and Company
	6	Kiswahili kwa shule za msingi darasa la III	Education Book Publishers
IV	7	Kiswahili Darasa la nne	Bene and Company
	8	Kiswahili kwa shule za msingi darasa la nne	Education Book Publishers

SOURCE: Misungwi district school inspectors' office.

Appendix VII: Standard I To IV Pupils who were not able to Read in Musoma Municipality and Misungwi District in 2012 Aggregated Per Each School and Level

District	S/n	School	Pupils who can not read						Pupils who can read						Total registered pupils in 2012 per each level				Overall Total
			Standard I to IV						Standard I to IV						Standard I to IV				
			i	ii	iii	iv	Total	%	i	ii	iii	iv	Total	%	I	ii	iii	iv	
Misungwi District	1	Kaunda	**44**	**35**	**15**	**30**	**124**	**51.24**	34	15	25	44	118	**48.76**	78	50	40	74	**242**
	2	Mwalogwabagole	**75**	**58**	**53**	**23**	**209**	**66.14**	3	39	19	46	107	**33.86**	78	97	72	69	**316**
	3	Ngeleka	**11**	**13**	**11**	**10**	**45**	**28.85**	40	26	23	22	111	**71.15**	51	39	34	32	**156**
	4	Fullo	**30**	**30**	**24**	**11**	**95**	**24.68**	107	53	67	63	290	**75.32**	137	83	91	74	**385**
	5	Bulolambeshi	**37**	**29**	**18**	**13**	**97**	**25**	63	85	65	78	291	**75**	100	114	83	91	**388**
	6	Chole	**19**	**12**	**13**	**21**	**65**	**32.5**	23	43	32	37	135	**67.5**	42	55	45	58	**200**
	7	Kigongo	**20**	**5**	**6**	**4**	**35**	**10.54**	74	80	58	85	297	**89.46**	94	85	64	89	**332**
	8	Mayolwa	**39**	**29**	**16**	**3**	**87**	**36.25**	40	11	39	63	153	**63.7**	79	4	55	66	**240**

														5		0			
9	Gukwa	**19**	**19**	**14**	**8**	**60**	**33.9**	34	25	35	23	117	**66.1**	53	44	49	31	**177**
10	Mwagimagi	**35**	**30**	**12**	**31**	**108**	**28.35**	92	70	64	47	273	**71.65**	127	1000	76	78	**381**
11	Buhunda	**35**	**31**	**33**	**14**	**113**	**21.86**	71	118	114	101	404	**78.14**	106	1149	147	115	**517**
12	Mangula	**63**	**50**	**81**	**1**	**195**	**42.58**	32	52	22	157	263	**57.42**	95	1102	103	158	**458**
13	Budutu	**25**	**49**	**40**	**28**	**142**	**45.95**	30	26	52	59	167	**54.05**	55	75	92	87	**309**
14	Lukelege	**35**	**12**	**10**	**10**	**67**	**20.62**	55	68	61	74	258	**79.38**	90	80	71	84	**325**
15	Mwasubi	**17**	**9**	**37**	**3**	**66**	**25.48**	29	50	67	47	193	**74.52**	46	59	104	50	**259**
16	Mabuki	**42**	**36**	**17**	**55**	**150**	**42.25**	69	101	34	1	205	**57.75**	111	137	51	56	**355**
17	Mwanangwa	**47**	**28**	**42**	**10**	**127**	**25.4**	116	111	61	85	373	**74.6**	163	139	103	95	**500**
18	Bugisha	**32**	**37**	**18**	**18**	**105**	**28.69**	50	60	78	73	261	**71.31**	82	97	96	91	**366**
19	Igenge	**33**	**39**	**36**	**31**	**139**	**30.48**	89	71	69	88	317	**69.52**	122	111	105	119	**456**

														0				
20	Mbarika	**25**	**11**	**12**	**7**	**55**	**20.22**	75	57	39	46	217	**79.78**	100	68	51	53	**272**
21	Nyabuhele	**15**	**10**	**18**	**11**	**54**	**26.09**	28	51	34	40	153	**73.91**	43	61	52	51	**207**
22	Mbela	**12**	**6**	**0**	**0**	**18**	**2.985**	169	187	125	104	585	**97.01**	181	193	125	104	**603**
23	Misungwi English Medium	**0**	**0**	**0**	**0**	**0**	**0**	22	25	23	15	85	**100.0**	22	25	23	15	**85**
24	Mitindo	**11**	**5**	**0**	**0**	**16**	**2.488**	170	193	165	99	627	**97.51**	181	198	165	99	**643**
25	Mwaniko	**31**	**18**	**11**	**6**	**66**	**17.51**	119	74	71	47	311	**82.49**	150	92	82	53	**377**
26	Nguge	**42**	**35**	**15**	**20**	**112**	**31.37**	94	32	83	36	245	**68.63**	136	67	98	56	**357**
27	Ikula	**25**	**14**	**13**	**9**	**61**	**38.13**	27	23	18	31	99	**61.88**	52	37	31	40	**160**
28	Kwimwa	**35**	**33**	**23**	**29**	**120**	**32.79**	74	98	38	36	246	**67.21**	109	131	61	65	**366**
29	Ng'wakiyenze	**9**	**16**	**7**	**1**	**33**	**10.86**	63	74	84	50	271	**89.14**	72	90	91	51	**304**
30	Sumbugu	**31**	**18**	**14**	**18**	**81**	**26.64**	69	60	46	48	**223**	**73.36**	100	78	60	66	**304**
31	Busagara	**36**	**12**	**6**	**2**	**56**	**12.73**	84	114	109	77	**384**	**87.2**	120	126	115	79	**440**

District	No	School																		
														7	0	2 6				
	32	Busagara(English Medium	0	0	0	0	0	0	28	30	43	37	138	100.0	28	30	43	37	138
	33	Isela	10	9	13	15	47	19.26	60	65	26	46	197	80.74	70	74	39	61	244
	34	Kagera	25	12	20	27	84	30.55	40	62	31	58	191	69.45	65	74	51	85	275
	35	Sanjo	29	23	21	31	104	29.3	65	59	61	66	251	70.7	94	82	82	97	355
	TOTAL		**994**	**773**	**669**	**500**	**293 6**	**25.55**	**223 8**	**230 8**	**1981**	**202 9**	**8556**	**74.45**	**32 32**	**3 0 8 1**	**265 0**	**2529**	**1149 2**
	AVERAGE PERCENTAGE																		
Musoma Municipal ity	36	Buhare	**18**	**15**	**19**	**02**	**56**	**10.0**	105	127	94	120	**442**	90.0	**I2 2**	1 1 3	142	123	**500**
	37	Iringo B	**08**	**07**	**02**	**08**	**25**	**10.0**	60	60	49	53	**222**	90.0	68	6 7	51	65	**251**
	38	Kigera B	**17**	**10**	**3**	**6**	**36**	**8.0**	87	79	135	98	**413**	92.0	10 4	1 3 8	89	118	**449**
	39	Musoma	**24**	**17**	**15**	**15**	**71**	**17.0**	102	105	57	79	**343**	83.0	12 6	1 2 2	72	94	**414**

40	Mwembeni B	03	04	02	-	09	05.0	39	39	46	50	171	95.0	42	43	46	50	183
41	Mshikamano B	20	23	33	18	94	16.8	111	139	129	113	466	83.2	131	162	142	125	560
42	Nyakato B	23	23	22	20	88	12.9	175	181	124	113	593	87.1	198	204	146	133	681
43	Songambele	41	16	21	16	94	27.8	58	83	46	57	244	72.2	99	99	67	73	338
44	Nyasho B	16	24	15	14	69	16.4	64	109	74	35	351	83.6	80	124	89	104	420
45	Kambarage B	10	16	08	06	40	10.0	86	86	92	90	354	90.0	96	102	100	130	394
46	Bweri	25	19	15	03	62	19.6	56	81	60	58	253	80.4	81	100	75	61	317
47	Amani (English medium)	0	0	0	0	0	0.0	90	83	89	90	352	100.0	90	83	89	90	352
48	Paroma (English medium)	0	0	0	0	0	0.0	13	09	14	14	50	100.0	13	09	14	14	50
49	Rwamrimi	32	37	27	10	106	17.8	117	138	117	116	488	82.2	149	175	144	126	594

50	Imanueali(English medium)	0	0	0	0	0	0.0	30	31	35	33	129	100.0	30	31	35	33	129
51	Kamunyonge B	0	0	0	0	0	0.0	169	150	180	163	662	100.0	169	150	180	163	662
52	Bakita(English medium)	5	0	0	0	5	2.0	75	83	64	47	269	98.0	80	83	64	47	274
53	Nyarigamba A	24	8	16	18	66	22.4	49	48	81	50	228	77.6	73	56	97	68	294
55	Mukendo	28	24	22	13	87	16.0	110	113	93	139	455	84.0	138	137	115	152	542
56	St.JohBosco(English medium)	0	0	0	0	0	0.0	54	55	41	36	176	100.0	54	55	41	36	176
57	ACTMara(English medium)	0	0	0	0	0	0.0	67	67	75	63	272	100.0	67	67	75	63	272
58	Nyamatare B	21	35	33	12	101	21.0	106	66	82	120	374	79.0	127	101	115	132	475
59	Mwisenge B	24	21	13	12	69	11.0	170	146	153	104	560	89.0	194	167	166	116	629
60	Mtakuja B	11	23	17	07	58	08.4	180	167	144	141	632	91.6	191	190	161	148	690

Total-Musoma	**350**	**312**	**283**	**180**	**1125**	**12.0**	2182	2286	1922	2050	**8521**	**88.0**	**2532**	2598	2205	2230	**9565**
%	**14.0**	**12.0**	**12.8**	**8.1**	**12.0**	**12.0**	86.0	88.0	87.2	91.9	**88.0**	**88.0**	**100.0**	100.0	100.0	100.0	**100.0**
Total- Misungwi	**994**	**773**	**669**	**500**	**2936**	**25.6**	2238	2308	1981	2029	**8556**	**74.4**	**3232**	3081	2650	2529	**11492**
%	**30.8**	**25.1**	**25.0**	**20.0**	**25.6**	**25.6**	69.2	74.9	**75.0**	**80.0**	**74.4**	**74.4**	**100.0**	100.0	100.0	100.0	**100.0**
GRADN TOTAL Msm & Msngwi	1344	**1085**	952	680	**4061**	**19.3**	4420	4594	18383	4079	**17077**	**80.7**	**5764**	56679	4855	4759	**21057**
%	23.3	19.1	19.6	14.3	19.3	19.3	76.7	80.9	80.4	85.7	80.7	**80.7**	**27.4**	27.0	23.0	22.6	**100.0**

Source: Musoma Municipality and Misungwi District Education Offices:

Appendix VIII: The Book Pupil Ratio in STD I to IV for 2012

District	s/no	School	STD I			STD II			STD III			STD IV			Total overall in each school		
			No. of pupils	No. of books	Book pupil ratio	No. of pupils	No. of books	Book pupil ratio	No. of pupils	No. of books	Book pupil ratio	No. pupils	No. of books	BPR	No. of pupils	No. of books	Book pupil
Misung wi	1	Kaunda	78	14	**1:6**	50	13	**1:2**	40	15	**1:3**	74	2	**1:8**	242	44	**1:6**
	2	Mwalogwabagole	78	2	**1:39**	97	4	**1:24**	72	3	**1:24**	69	2	**1:35**	316	11	**1:29**
	3	Ngeleka	51	3	**1:17**	39	2	**1:39**	34	4	**1:9**	32	9	**1:4**	156	18	**1:9**
	4	Fullo	137	1	**1:137**	83	1	**1:83**	91	1	**1:91**	74	1	**1:74**	385	4	**1:96**
	5	Bulolambeshi	100	8	**1:13**	114	10	**1:11**	83	7	**1:12**	91	3	**1:30**	388	28	**1:14**
	6	Chole	42	1	**1:42**	55	3	**1:18**	45	1	**1:45**	58	4	**1:15**	200	9	**1:22**
	7	Kigongo	94	2	**1:47**	85	2	**1:42**	64	1	**1:64**	89	1	**1:89**	332	6	**1:55**
	8	Mayolwa	79	9	**1:9**	40	13	**1:3**	55	7	**1:9**	66	8	**1:8**	240	37	**1:6**
	9	Gukwa	53	22	**1:2**	44	23	**1:2**	49	2	**1:25**	31	2	**1:16**	177	49	**1:4**
	10	Mwagimagi	127	1	**1:127**	100	1	**1:100**	76	1	**1:76**	78	1	**1:78**	381	4	**1:95**
	11	Buhunda	106	3	**1:3**	149	7	**1:22**	147	13	**1:11**	115	15	**1:7**	517	38	**1:14**
	12	Mangula	95	1	**1:95**	102	1	**1:102**	103	1	**1:103**	158	2	**1:79**	458	5	**1:92**
	13	Budutu	55	2	**1:28**	75	1	**1:75**	92	3	**1:34**	87	2	**1:43**	309	8	**1:39**
	14	Lukelege	90	1	**1:90**	80	3	**1:27**	71	2	**1:36**	84	1	**1:84**	325	7	**1:46**
	15	Mwasubi	46	12	**1:4**	59	10	**1:.9**	104	0	**0:104**	50	1	**1:51**	259	23	**1:11**
	16	Mabuki	111	7	**1:16**	137	8	**1:17**	51	8	**1:6**	56	9	**1:6**	355	32	**1:11**
	17	Mwanangwa	163	43	**1:4**	139	76	**1:2**	103	13	**1:8**	95	14	**1:7**	500	146	**1:4**
	18	Bugisha	82	59	**1:2**	97	47	**1:2**	96	66	**1:2**	91	46	**1:2**	366	218	**1:2**
	19	Igenge	122	8	**1:15**	110	3	**1:37**	105	6	**1:17**	119	5	**1:24**	456	22	**1:21**
	20	Mbarika	100	15	**1:7**	68	6	**1:11**	51	2	**1:25**	53	1	**1:53**	272	24	**1:11**
	21	Nyabuhele	43	12	**1:4**	61	9	**1:7**	52	18	**1:3**	51	45	**1:1**	207	84	**1:3**
	22	Mbela	181	11	**1:16**	193	5	**1:39**	125	6	**1:21**	104	13	**1:8**	603	35	**1:17**
	23	Misungwi English Medium	22	1	**1:22**	25	2	**1:13**	23	6	**1:4**	15	2	**1:7**	85	11	**1:8**
	24	Mitindo	181	6	**1:30**	198	3	**1:66**	165	4	**1:41**	99	4	**1:25**	643	17	**1:37**
	25	Mwaniko	150	15	**1:10**	92	18	**1:11**	82	20	**1:4**	53	20	**1:3**	377	73	**1:6**
	26	Nguge	136	4	**1:34**	67	4	**1:17**	98	3	**1:33**	56	4	**1:14**	357	15	**1:24**
	27	Ikula	52	10	**1:5**	37	8	**1:5**	31	7	**1:4**	40	10	**1:4**	160	35	**1:5**
	28	Kwimwa	109	4	**1:27**	131	9	**1:15**	61	8	**1:8**	65	7	**1:9**	366	28	**1:13**
	29	Ng'wakiyenze	72	12	**1:6**	90	9	**1:10**	91	6	**1:15**	51	14	**1:4**	304	41	**1:7**
	30	Sumbugu	100	10	**1:10**	78	6	**1:13**	60	2	**1:30**	66	8	**1:8**	304	26	**1:12**
	31	Busagara	120	22	**1:5**	126	18	**1:7**	115	19	**1:6**	79	16	**1:9**	440	75	**1:6**
	32	Busagara(En.Medium	28	9	**1:3**	30	10	**1:3**	43	10	**1:4**	37	11	**1:3**	138	40	**1:4**

	No	School																
	33	Isela	70	10	**1:7**	74	10	**1:7**	39	5	**1:8**	61	5	**1:12**	244	30	**1:8**
	34	Kagera	65	3	**1:22**	74	2	**1:37**	51	3	**1:17**	85	1	**1:85**	275	9	**1:31**
	35	Sanjo	94	21	**1:4**	82	21	**1:4**	82	4	**1:21**	97	17	**1:6**	355	63	**1:6**
	Total		**3232**	**364**	**1:9**	**308**	**368**	**1:8**	**2650**	**277**	**1:10**	**2529**	**306**	**1:8**	**11492**	**13 15**	**1:9**
Musoma municipal	36	Buhare	I23	32	**1:4**	113	33	**1:3**	142	37	**1:4**	123	28	**1:4**	501	130	**1:4**
	37	Iringo "B"	68	44	**1:2**	67	10	**1:7**	51	47	**1:2**	65	04	**1:16**	251	105	**1:3**
	38	Kigera "B"	104	64	**1:2**	138	63	**1:2**	89	63	**1:2**	118	08	**1:15**	449	141	**1:3**
	39	Musoma	126	47	**1:3**	122	20	**1:6**	72	60	**1:2**	94	40	**1:2**	414	167	**1:3**
	40	Mwembeni "B"	42	66	**1:1**	43	15	**1:3**	46	51	**1:1**	50	20	**1:3**	181	152	**1:1**
	41	Mshikamano "B"	131	76	**1:2**	162	07	**1:23**	142	78	**1:2**	125	14	**1:9**	560	175	**1:3**
	42	Nyakato "B"	198	90	**1:2**	204	15	**1:13**	146	96	**1:2**	133	07	**1:19**	681	208	**1:3**
	43	Songambele	99	20	**1:5**	99	15	**1:7**	67	25	**1:3**	73	10	**1:7**	338	70	**1:5**
	44	Nyasho "B"	80	40	**1:2**	124	07	**1.18**	89	33	**1:3**	104	09	**1:12**	397	89	**1:4**
	45	Kambarage	96	49	**1:2**	102	00	**0:102**	100	56	**1:2**	130	08	**1:16**	428	133	**1:3**
	46	Bweri	81	55	**1:5**	100	16	**1:6**	75	34	**1:2**	61	01	**1:61**	317	105	**1:3**
	47	Amani(English medium)	90	24	**1:3**	83	24	**1:3**	89	20	**1:4**	90	20	**1:5**	352	88	**1:4**
	48	Paroma(Eng. medium)	13	11	**1:1**	09	07	**1:1**	14	09	**1:2**	14	13	**1:1**	50	40	**1:1**
	49	Rwamrimi A	149	92	**1:2**	175	14	**1:13**	144	81	**1:.2**	126	05	**1:25**	594	192	**1:3**
	50	Imanueali(English medium)	30	12	**1:3**	31	15	**1:2**	35	13	**1:3**	33	15	**1:3**	129	55	**1:2**
	51	Kamunyonge "B"	169	68	**1:2**	150	76	**1:2**	180	44	**1:4**	163	55	**1:3**	662	243	**1:3**
	52	Bakhita(English medium)	80	40	**1:2**	83	55	**1:2**	64	40	**1:2**	47	43	**1:1**	274	178	**1:2**
	53	Nyarigamba "A"	73	96	**1:1**	56	29	**1:2**	97	43	**1:2**	68	06	**1:11**	294	174	**1:2**
	54	Mukendo	138	98	**1:2**	137	34	**1:4**	115	17	**1:7**	152	21	**1:7**	542	170	**1:3**
	55	St.JohBosco(English medium)	54	06	**1:9**	55	20	**1:3**	41	02	**1:20**	36	01	**1:36**	186	29	**1:6**
	56	ACT Mara(English medium)	67	15	**1:4**	67	20	**1:3**	75	18	**1:4**	63	26	**1:2**	272	79	**1:3**
	57	Nyamatare "B"	127	60	**1:2**	101	26	**1:4**	115	62	**1:2**	132	23	**1:6**	475	171	**1:3**
	58	Mwisenge "B"	194	144	**1:1**	167	42	**1:4**	166	57	**1:3**	116	30	**1:4**	643	273	**1:2**
	59	Mtakuja 'B'	191	120	**1:2**	190	06	**1:31**	161	76	1:2	148	02	**1:74**	690	204	**1:3**
MSM	**Total**		**2532**	**1369**	**1:2**	**2598**	**569**	**1:5**	**2205**	**1062**	**1:2**	**2230**	**409**	**1:6**	**9690**	**3409**	**1:3**
Misung wi	**Total**		**3232**	**364**	**1:9**	**3081**	**368**	**1:8**	**2650**	**277**	**1:10**	**2529**	**306**	**1:8**	**11492**	**1315**	**1:9**
Grand Total			**5764**	**1735**	**1:3**	**5659**	**937**	**1:6**	**4965**	**1339**	**1:4**	**4793**	**715**	**1:7**	**21182**	**4724**	**1:4**

Source: Field survey 2013

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	CLASSES WITH BOOK PUPIL RATIO LESS THAN 1:7										Grand Total	Total %	CLASSES WITH BOOK PUPIL RATIO MORE THAN 1:6										Grand Total	Total %
Grade	Book pupil ratio in the District/Municipal												Book pupil ratio in the District/Municipal											
	Misungwi					Musoma							Misungwi					Musoma						
	1:1 to 1:2	1:3 to 1:4	1:5 to 1:6	Total	%	1:1 to 1:2	1:3 to 1:4	1:5 to 1:6	Total	%			1:7 to 1:8	1:9 to 1:10	1.11 to>1.12	Total	%	1:7 to 1:8	1:9 to 1:10	1.11 to>1.12	Total	%		
i	02	06	4	12	33.3	17	5	2	24	66.7	**36**	**60.0**	02	01	19	23	95.8	0	01	00	01	4.2	**24**	**40.0**
ii	04	03	01	08	33.3	06	08	02	16	66.7	**24**	**40.7**	03	01	21	26	74.3	03	00	07	09	25.7	**35**	**59.3**
iii	01	06	02	09	28.1	15	08	00	23	71.9	**32**	**53.3**	03	02	21	26	92.9	01	00	01	02	07.1	**28**	**46.7**
iv	02	05	02	09	45.0	04	05	02	11	55.0	**20**	**33.9**	07	02	17	26	66.7	02	01	10	13	33.3	**39**	**66.1**
Total	**09**	**19**	**10**	**38**	**34.5**	**42**	**26**	**06**	**74**	**65.5**	**112**	**47.0**	**15**	**06**	78	**99**	**81.0**	**06**	**01**	**18**	**25**	**19.0**	**124**	**53.0**

Source: Field Survey 2013