

## **EFFECTIVENESS OF THE PRE-SERVICE PRIMARY TEACHER EDUCATION PROGRAMME IN PREPARING TEACHERS TO TEACH READING SKILL IN LOWER PRIMARY SCHOOL IN TANZANIA**

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### **Abstract**

While the broader question that this study undertakes was to investigate on effectiveness of pre-service primary school teacher education in preparing teachers to teach reading skill in Tanzania, two specific objectives guided the study. The study employed convergent parallel design under mixed methods. The targeted population in this study was all teachers who teach reading skill in Standard One and Two and all teachers who are not teaching reading skill but underwent pre-service primary teacher education programme in Kilimanjaro Region. Sampling of schools and participants was done by non-probability sampling techniques. Instruments for data collection included questionnaires, interview guides and observation guide. Reliability of the questionnaire was tested by using Cronbach Alpha formula while conformability of qualitative data was ensured by increasing transparency with regards to adherence to data collection procedures and ethics. Descriptive data which included: frequency, percentage and means were analyzed. On the other hand, for inferential data, one-way Analysis Of Variance (ANOVA) was tested. Tables, narrations and direct quotations were used to present findings. The study found that teachers were exposed to different concepts of reading skill as well as the skills of teaching those concepts differently depending on years of their graduation. The study concluded that pre – service primary education programme offered in Tanzania exposed teachers to some concepts of reading skill as well as the strategies of teaching those concepts enough to make them able to teach the basic knowledge of reading skill to Standard One and Two pupils. The study recommend that the Ministry of Education, Science and Technology through Tanzania Institute of Education to conduct in-service trainings to all primary school teachers as well as to language tutors in order to help them cope with the rapidly changing of teaching and learning needs especially in teaching reading skill.

Key words: pre-service primary teacher education programme, reading skills

### **Introduction**

Achievement in different aspects of life depend on a person's ability to read. This is because it forms a strong base for learning advanced life skills in school and after school. Durance (2017) asserts that students who are not reading competently by the end of third grade are much more likely to face poor academic outcomes. The reason is that reading helps students expand their vocabulary and promotes their ability to learn other subjects across the curriculum (French, 2013; Daskalovska, 2014). Further studies from the National Economic and Social Forum (2009), for example, suggest that children who do not learn to read effectively at primary level are more likely to leave school early, be unemployed or be in the low skilled jobs and therefore are more likely to end up in poverty. Despite its importance still many children in Africa complete primary education without competence in reading.

In many parts of Africa, studies indicate that 95 percent of 8-9-year olds are not able to read at or above 60 words per minute (Comings, 2016). In Nigeria, for example, 80 percent of grade 3 of Sokoto's pupils cannot read a single word, a situation that raises questions regarding the quality of education (The African-American Institute, 2015). Some East Africa countries replicate the same trend of illiteracy as revealed by Uwezo. In 2016, a number of cross-sectional studies conducted by Uwezo in Tanzania, Kenya and Uganda showed that more than half of learners in grade 4 and 5 are below the minimum learning bar (Uwezo-Kenya, 2016, Uwezo-Uganda, 2016 and Uwezo-Tanzania, 2017). These findings highlight the situation in other African countries where some studies estimate that 61 million children will reach their adolescent years unable to read, write, or perform basic numeracy tasks (UNESCO, 2013, Metto & Makewa, 2014). These findings imply that about 61 million children are unable to read confidently, fluently and with comprehension.

Many research studies by African governments and academics, indicate concern with regard to the quality of teaching of early reading skills. In the quest to redress the problem, some African governments have taken a number of interventions. In Tanzania, for example, the government has brought changes in curricula which are currently used in different levels of education to ensure that teachers are well prepared and students are well taught. Major curriculum changes took place in 1967, 1979, 1997 and the 2005 (Taasisi ya Elimu Tanzania, 2013). Also, in the year 2013, the government of Tanzania under the Ministry of Education had revised the 2005 primary school curriculum for Standard One and Two (Taasisi ya Elimu Tanzania, 2013). The purpose of the revision was to add emphasis on the teaching of reading, writing and numeracy skills for Standard One and Two pupils.

Even though the efforts had been shown by the government still studies indicate that unsatisfactory teacher preparation could be among the major factors for students' inability to read. Mmasa and Anney (2016), for example, indicated that there were serious problems of reading teaching in Tanzania public primary schools where most of the teachers do not have adequate skills of teaching reading skill. These findings suggest that there are some issues in pre-service primary teacher education programme particularly on preparing teachers to teach reading skill in Tanzania since the quality of reading skill teachers and, by implication depend on what that teacher education programme offers in regards to teaching of reading skill.

While the studies indicate there is inadequacy in pre-service primary teacher education programme particularly on preparing teachers to teach reading skill in Tanzania, they did not indicate what is missing in the preparation. In light of that, it is therefore difficult to determine the extent to which these teachers were inadequately prepared in their pre-service primary teacher education programme. Based on the aforementioned shortcoming, the present study, therefore investigated the extent to which the curriculum used to prepare primary school teachers equips teacher trainees with knowledge of teaching reading skills in Tanzania.

### **Statement of the problem**

Studies have consistently established that reading skill form a solid foundation for learners to acquire higher learning skills across curriculum. The literature clearly shows that learners' lack of this important skills can seriously impede their academic achievement. Yet studies in many parts of Africa indicate that pupils in lower primary schools cannot read relative to their grade level (Yusuf, 2013, Uwezo – Kenya 2016 and Uwezo -Tanzania 2017- Tanzania). This implies that these African students may be hindered to become productive, creative and innovative as compared to students from other continents of the world. In light to this problem, a number of studies have been conducted to find out the reasons for students' inability to read in Africa.

Among the identified factors are shortages of teaching resources and poor teacher preparation in teachers training programme (Uwezo-Kenya, 2016; Uwezo-Uganda, 2016, Uwezo-Tanzania, 2017, and Mmasa & Anney 2016). In overcoming the problem, a number of efforts have been taken which include revisions of primary school curriculum and pre-service primary teacher education programme. The revision of curriculum in teacher education was done so that teacher trainees are properly prepared to teach reading skill. Previous studies on teachers' preparation analyzed pre-service primary teacher education programme in various countries to examine the extent to which the programme covered the components of reading skills (Pryor et al., 2012; Merwe & Nel, 2012). While these studies indicated that teachers did not receive detailed instructions on how to teach reading skill, they did not specifically, indicated the reading skill concepts which are missing in the pre-service teacher education programme. Furthermore, there was a need to examine the concepts of reading skills which teachers were exposed to as well as skills which they were equipped with for them to be able to teach reading skill effectively to Standard One and Two pupils.

### **General Objective**

The general objectives was to assess the effectiveness of the pre-service primary teacher education programme in preparing teachers to teach reading skills in Tanzania.

### **Specific Objectives**

1. To determine the extent to which the curriculum used to prepare primary school teachers exposed teacher trainees to concepts of reading skill components in Tanzania.
2. To investigate how the curriculum used to prepare primary school teachers equipped teacher trainees with strategies of teaching concepts of reading skill components in Tanzania.

### **Null Hypothesis**

Hi 1: There is no significant difference between agreements mean scores of primary school teachers in Kilimanjaro region on the extent they were exposed to reading skill concepts based on their year of graduation.

Hi 2: There is no significant difference between agreements mean scores of primary school teachers in Kilimanjaro region on the extent they were equipped with strategies of reading skill concepts based on their year of graduation.

### **Methodology**

The study employed convergent parallel design under mixed methods. This design helped the researcher to collect both quantitative and qualitative data simultaneously (Creswell, 2012). The study sampled 57 teachers of Standard One and Two and 201 primary school teachers who are not teaching Standard One and Two pupils but underwent through pre-service teacher primary education programme by using purposive sampling technique. Questionnaires for teachers of Standard One and Two and primary school teachers who are not teaching Standard One and Two pupils were used to collect quantitative data. Interview guide for teacher of standard one and two, observation guide for Standard One and Two were used to collect qualitative data.

## Findings

### *Concepts of reading skills components which teacher trainees exposed to in pre-service primary teacher education programme in Tanzania*

First objective aimed to find out the concepts of reading skills components which teacher trainees were exposed to in pre – service primary teacher education in Tanzania. Primary school teachers' response are summarized in table 1

**Table 1: Primary school teachers' responses on extent to which they were exposed to concepts in reading skills components in pre-service teachers' training program (n=201)**

Statements	SA %	A%	U %	D%	SD%	Mean
Letter sound connection in phonic component	2.50	20.9	33.3	39.8	3.5	2.79
Breaking words in sound in phonic component	1.50	19.4	31.3	44.3	3.5	2.71
Blending sound in words in phonic component	2.00	21.4	30.8	41.8	4	2.76
Rhyme in phonic awareness component	3.50	16.9	33.8	41.3	4.5	2.74
Phoneme categorization in phonemic awareness component	5.50	22.4	30.3	38.3	3.5	2.88
Phoneme segmentation in phonemic awareness component	5.00	24.9	27.9	38.8	3.5	2.89
Blending phoneme in phonemic awareness component	5.00	25.4	28.9	36.8	4	2.91
Deletion of phoneme in phonemic awareness component	3.00	21.4	33.8	37.8	4	2.82
Isolation of phoneme in phonemic awareness component	3.50	20.9	32.3	38.8	4.5	2.8
Identification of phoneme in phonemic awareness component	3.50	20.4	35.3	36.3	4.5	2.82
Accuracy in fluency	8.50	24.9	28.9	33.8	4	3
Speed in fluency	7.00	23.4	31.3	34.8	3.5	2.96
Expression in fluency	6.00	26.4	30.3	33.8	3.5	2.98
Word meaning in vocabulary	4.00	24.4	33.8	34.3	3.5	2.91
Decoding in comprehension	2.50	26.4	30.3	37.3	3.5	2.87
Connecting of idea in comprehension	2.50	23.9	32.3	37.3	4	2.84

**Source: Primary data 2019**

**Key:** SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

Table 1 indicates that majority of primary school teachers who participated in the study were undecided or disagreed to have been exposed to all reading concepts during their training in pre-service primary teacher education programme. They strongly agreed that they were exposed to accuracy in fluency as compared to other concepts with the mean Likert score of 3. A grand mean was 2.855 equal to an extent of 57.1% level of agreement for reading concepts they were exposed to during their training. The findings indicated that teachers were less knowledgeable on reading concepts since their exposure to the concepts was limited. These findings are different from what was reported by Aro and Björn (2016) who reported that in Finland teachers were exposed to different concepts of teaching reading since their training in teacher education programme equipped trainees on difference concepts such as phonemic awareness, initial instruction of reading, fluency, vocabulary, reading comprehension, spelling and children's literature.

These findings indicate that in Finland teachers training programme included all reading concepts in each component comprehensively. These findings suggest that European countries with the best

education system in the world like Finland, literacy among children and adults is taken seriously in different aspects including teacher preparation. Different from Tanzania, in Finland, primary school teachers are highly educated for five years at a university level, and they are equipped with good knowledge of the most recent research about learning and pedagogy in literacy. In Tanzania primary school teachers are prepared for only two years at Certificate level and the programme is not enriched with all reading concepts needed in teacher's preparation. These findings imply that Tanzanian teachers may face difficulties in teaching the same concepts to Standard One and Standard Two pupils.

The researcher also wanted to find out if there is any difference between the responses given by primary school teachers who were teaching higher grades and those who were teaching in Standard One and Two regarding their preparation to teach different reading concepts. Teachers of Standard One and Two were teaching reading concepts to Standard One and Two pupils hence, they could have different responses on the same based on their experience. Table 2: summarizes the responses of teachers of Standard One and Two.

**Table 2: Standard One and Two teachers' responses on extent to which teachers were exposed to concepts of reading skills components in pre-service teachers' training programme (n=57)**

Statements	SA %	A%	U %	D%	SD%	Mean
Letter sound connection in phonic component	1.80	21.10	33.30	40.40	3.50	2.77
Breaking words in sound in phonic component	1.80	24.60	31.60	38.60	3.50	2.82
Blending sound in words in phonic component	3.50	19.30	35.10	38.60	3.50	2.81
Rhyme in phonic awareness component	1.80	19.30	35.10	40.40	3.50	2.75
Phoneme categorization in phonemic awareness component	1.80	26.30	33.30	35.10	3.50	2.88
Phoneme segmentation in phonemic awareness component	1.80	28.10	31.60	33.30	5.30	2.88
Blending phoneme in phonemic awareness component	3.50	31.60	26.30	35.10	3.50	2.96
Deletion of phoneme in phonemic awareness component	1.80	29.80	28.10	36.80	3.50	2.89
Isolation of phoneme in phonemic awareness component	1.80	26.30	31.60	36.80	3.50	2.86
Identification of phoneme in phonemic awareness component		31.60	29.80	35.10	3.50	2.89
Accuracy in fluency	1.80	29.80	29.80	33.30	5.30	2.89
Speed in fluency		35.10	28.10	33.30	3.50	2.95
Expression in fluency	1.80	31.60	29.80	33.30	3.50	2.95
Decoding in comprehension		33.30	28.10	35.10	3.50	2.88
Connecting of ideas in comprehension		28.10	31.60	36.80	3.50	2.91

**Source: Primary data**

**Key:** SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

The Table 2 indicates the extent to which teachers of Standard One and Two were exposed to concepts of reading components during their pre-service primary teacher education programme. The findings indicated that majority of teachers of Standard One and Two were undecided or disagreed that they were exposed to different concepts of reading skills. Findings indicate that concepts of reading components were exposed fairly to teachers of Standard One and Two. The implication of these findings is that, majority of teachers of Standard One and Two were not exposed to different

reading concepts intensively. These findings are similar with those of February (2018) who reported that only 37% of grade one teachers in Windhoek had detailed knowledge of specific aspects of reading such as being able to identify syllables, morphemes, and speech sounds in words as well as demonstrating knowledge of phonics, phonemes, and diphthongs. This indicates that curriculum used to prepare teachers in Namibia and Tanzania did not consider some reading concepts as significant when selecting contents to address reading skills. These findings were confirmed by some Standard One and Two teachers in Tanzania during the interview when asked about the concepts they learnt during their training. One teacher of standard two from school “D” claimed that: “No, we were not taught lower primary content. In our times we chose subjects and I chose Mathematics, Science and English so I was not taught those things at all”. (13/08/ 2019).

Similarly, another teacher of Standard One in school “H” reported that: “I did not learn anything regarding teaching reading for standard one and two. During my time we learnt more about the teaching methods for higher grades (standard 3- standard 7)”. (19/08/2019)

Likewise, another teacher teaching Standard One students from school “A” informed that:

I did not learn about teaching in standard one and two – there were no specific courses about teaching reading and writing in standard one and two. We were taught to teach in primary schools but more from standard three to seven. (9/07/2019).

These findings indicate that the curriculum used to prepare teachers of Standard One and Two in some previous years did not expose teacher trainees to different concepts of reading skill since their preparation was focused on preparing teachers to teach in higher primary level. These findings suggest that some of the teachers of standard one and two are using knowledge they acquired while working from their fellow teachers and some in-service training. The knowledge acquired may not be comprehensive to help them teach reading concepts effectively. According to Pedagogical Reasoning and Action Model of Shulman (1987) for teachers to be able to teach different concepts effectively they need to be conversant with those concepts - in our case reading concepts which is an important stage in teacher preparation since it exposes teacher trainees to what they will teach their pupils.

To check whether or not there is a significant difference between agreements mean scores of primary school teachers in Kilimanjaro region on the extent they were exposed to reading concepts based on their year of graduation, one way ANOVA was tested, and the findings are summarized in Table 3.

Ho1: There is no significant difference between agreements mean scores of primary school teachers in Kilimanjaro region on the extent they were exposed to reading concepts based on their year of graduation

**Table: 3 One way ANOVA output of the agreements mean scores of primary school teachers on the extent they were exposed to reading concepts based on their year of graduation**

	Sum of Squares	Degrees of freedom	Mean Square	F	Sig.
Between Groups	2.153	1	2.153	5.721	.018
Within Groups	80.162	213	.376		
Total	82.316	214			

The independent groups were categorized in years of graduation as: 1971-1980, 1981-1990, 1991-2000, 2001-2009, 2010-2018 and not underwent certificate of education. The findings determined by one way ANOVA were summed as ( $F = 2.784$ ,  $P = 0.018$ ). The findings indicated that P-value was less than 0.05. Therefore, the null hypothesis was rejected and concluded that there was

statistical significant difference between agreements mean scores on the extent to which primary school teachers in Kilimanjaro region were exposed to concepts of reading based on their years of graduation.

***Strategies of teaching concepts of reading skills components which teachers were exposed to in pre-service primary teacher education programme in Tanzania***

Second objective intended to find out the degree to which primary school teachers were equipped with the strategies of teaching concepts of reading skill components in pre – service primary teacher education in Tanzania. Primary school teachers responses are summarized in Table 4

**Table 4: Primary school teachers’ responses on extent to which they were equipped with strategies of teaching reading skills components in pre-service teachers’ training programme (n=201)**

Statements	SA %	A%	U %	D%	SD%	Mean
Letter sound connection in phonic component	2.50	15.40	36.30	40.30	5.50	2.69
Breaking words in sound in phonic component	2.00	16.40	35.80	40.30	5.50	2.69
Blending sound in words in phonic component	1.00	15.40	38.30	40.30	5.00	2.67
Rhyme in phonic awareness component	1.50	19.90	34.80	39.80	4.00	2.75
Phoneme categorization in phonemic awareness component	2.50	19.90	35.80	37.80	4.00	2.79
Phoneme segmentation in phonemic awareness component	2.00	17.90	35.30	38.80	5.50	2.72
Blending phoneme in phonemic awareness component	3.00	21.90	32.30	37.80	5.00	2.8
Deletion of phoneme in phonemic awareness component	1.50	17.90	36.80	39.30	4.50	2.73
Isolation of phoneme in phonemic awareness component	1.50	14.40	39.80	40.30	4.00	2.69
Identification of phoneme in phonemic awareness component	1.50	16.40	38.30	39.30	4.50	2.71
Accuracy in fluency	3.00	23.40	31.80	36.30	5.50	2.82
Speed in fluency	4.00	20.40	34.80	36.30	4.50	2.83
Expression in fluency	4.00	21.90	33.30	36.30	4.50	2.85
Word meaning in vocabulary	2.00	23.90	33.80	36.30	4.00	2.84
Decoding in comprehension	2.00	21.90	36.80	35.30	4.00	2.83
Connecting of idea in comprehension	2.50	18.40	38.30	36.80	4.00	2.79

**Source: Primary data 2019**

**Key:** SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

Table 4 indicates that teachers were not exposed to enough strategies of teaching all reading skill concepts. Concepts which primary schools were highly equipped with their teaching strategies was expression in fluency. The findings indicate that majority of teachers were not exposed to strategies of teaching reading concepts in the five reading components. These findings are in contrast with those of Honan (2015) who reported that in Australia pre-service teachers were equipped with the

skills of teaching reading skill concepts such as phonological awareness, writing persuasive texts, and narratives, understanding the grammatical and reading between the lines how to teach students. This might imply that the curriculum used to prepare Australian teachers is enriched with topics which equips teachers with the skills of teaching reading skills concepts different with that of Tanzania. This might be one among the reasons for Australia students to perform well in national and international literacy tests. This suggests that some teachers in Tanzania may fail to teach Standard One and Two pupils the concepts since they lack means of helping students to learn the reading skill concepts. When teachers possess variety of strategies of teaching reading concepts they can help students to gain better understanding in the learning process. Teachers of Standard One and Two were also asked to indicate extent to which Standard One and Two teachers were equipped with strategies of teaching different reading concepts.

It was important to get views from both primary school teachers teaching who are not teaching Standard One and Two and those who teach Standard One and Two to check the consistence in their responses. Teachers who are teaching Standard One and Two are the ones who put in practice what they learnt during their training while teachers who are not teaching Standard Ones and Two might be chosen to teach standard one and two in future. Teachers of standard one and two responses on this question are summarized in Table 5.

**Table 5: Teachers of Standard One and Two responses on extent to which they were equipped with strategies of teaching concepts of reading skills components in pre-service teachers' training programme (n=57)**

Statements	SA %	A%	U %	D%	SD%	Mean
Letter sound connection in phonic component	-	19.30	36.80	40.40	3.50	2.72
Breaking words in sound in phonic component	-	21.10	38.60	36.80	3.50	2.77
Blending sound in words in phonic component	-	24.60	36.80	35.10	3.50	2.82
Rhyme in phonic awareness component	-	21.10	40.40	35.10	3.50	2.79
Phoneme categorization in phonemic awareness component	1.80	22.80	36.80	35.10	3.50	2.84
Phoneme segmentation in phonemic awareness component	3.50	21.10	36.80	35.10	3.50	2.86
Blending phoneme in phonemic awareness component	3.50	19.30	38.60	35.10	3.50	2.84
Deletion of phoneme in phonemic awareness component	1.80	21.10	38.60	35.10	3.50	2.82
Isolation of phoneme in phonemic awareness component	-	19.30	38.60	38.60	3.50	2.74
Identification of phoneme in phonemic awareness component	-	21.10	38.60	36.80	3.50	2.77
Accuracy in fluency	3.50	19.30	40.40	33.30	3.50	2.86
Speed in fluency	1.80	24.60	36.80	33.30	3.50	2.88
Expression in fluency	3.50	22.80	36.80	33.30	3.50	2.89
Word meaning in vocabularies	1.80	22.80	36.80	35.10	3.50	2.84
Decoding in comprehension	1.80	21.10	38.60	35.10	3.50	2.82
Connecting of idea in comprehension	1.80	22.80	38.60	33.30	3.50	2.86

**Source: Primary data 2019**

**Key:** SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree



Table 5 indicates the extent to which teachers of Standard One and Two were equipped with strategies of teaching different reading concepts. Teachers were required to rate the extent to which they were equipped with the strategies for teaching each reading concept. The findings indicate that majority of teachers of Standard One and Two were either undecided or disagreed that they were equipped with the skills of teaching reading skills. The grand mean score for the rating on the strategies was 2.82. These findings could imply two main things, namely: teachers did not internalize the strategies of teaching reading concepts while they were in teacher training colleges and the language tutors in teacher training colleges did not teach well the strategies of teaching each reading concept. This implies that these teachers might not use different techniques to teach the concepts since they were not exposed to them during their training in pre-service primary teacher education programme.

These findings are similar with those of Cekiso (2017) which indicate that teachers' initial training programme used to prepare teachers who teach in Eastern Cape - South Africa focused only on the traditional methods of teaching in general; there was no special focus on strategies of teaching reading skills. This is an indication that the curriculum used to prepare teachers in South Africa and Tanzania equipped teachers with the general ways of teaching reading skill forgetting that different reading concepts need to be taught differently. Appropriate teaching techniques create positive learning environment which in turn help Standard One and Two pupils to understand different concepts in a meaningful manner. During classroom observation the researcher observed that teachers were not using differentiated learning activities during reading lesson. Teachers used two main activities which were all students reading aloud and few students picked to read individually. The researcher saw no games used during the lesson. Most of the songs used by teachers were not related with what they were teaching on that day.

For example, in school "D" the focus of the lesson was to teach reading three letters syllables words in Kiswahili in standard one. The teacher started the lesson with the following song while the focus of the lesson was reading three letters syllables in Kiswahili.

*"Tanzania, our flag is flying, It has four colors blue, black, green, and yellow, It is flying high x2" (13/08/2019)*

From the song the theme of the lesson was captured that is the three letters syllable words could be clearly seen. However during the teaching the teacher did not focus on the song. One could not tell the purpose of the introductory song. This observation could suggest that the teacher did not prepare well before teaching or the teacher did not know how to select and use the song well thus could not integrate the song in the lesson.

Similarly, the researcher observed another teacher teaching standard two pupils in school "I". The theme of the lesson was to read the story from the book. The teacher introduced the lesson by the following song:

*"Mother Jamila, mother Jamila, tell Jamila to cook ugali with the right hand,  
Mother Jamila, mother Jamila, tell Jamila to cook ugali with the left hand,  
Mother Jamila, mother Jamila, tell Jamila to cook ugali with the right leg". (22/08/2019)*

From the observation there was no connection between the introductory song and what was taught. This would be an indicator that the teacher lacked the skills of selecting songs which go with the focus of the lesson.

Likewise, in school "J" the researcher observed the standard two teachers started the lesson with the following song while the focus of the lesson was forming words which start with sha, she, shi, sho, shu syllables

*“I have seen a leopard, it has got spots- sit down, stand up – it has got spots  
I have seen a giraffe, it has got spots- bend down, stand up – it has got spots  
I have seen a hyena, it has got spots- sit down, stand up – it has got spots” (07/09/2019)*

From the observation there was no association between the introductory song and what was taught. The theme of the lesson was to teach sha, she, shi, sho shu, but nonetheless the syllables did not feature in the song. This would be an indicator that the teachers were not adhering to the lesson objectives. Which could suggest that they were not competent in preparing good lesson plans thus bringing confusion in choosing and planning the learning activities.

Generally, the findings indicate that these teachers chose songs randomly without considering the focus of the lessons. The song chosen did not stimulate students to be ready for the lesson on that day. These findings disagree with those of Arslan (2015) who reported that teachers in Turkey use song in teaching according to the sounds taught, nursery rhyme, popular songs that the students know, songs about the words that are learnt on the relevant day, songs suitable for the students' readiness level and songs that the students sing easily, animated songs are selected by teacher. This difference suggests two things, firstly in Tanzania some teachers don't prepare themselves before the lesson and secondly these teachers do not possess the skills of composing songs which relate with what they teach in their lessons.

This may relate to teacher preparation during their training in pre-service primary teacher education programme. Starting the lesson with songs which don't relate with what pupils will learn on that day may disorient them during their lessons. This will affect how pupils will start and complete different tasks in a lesson. While songs can be used as the means of relaxation, they should relate with the lesson objectives. Also, teachers should not use songs haphazardly since traditionally song are presented in three stages. The stages include pre-study activities stage, while-studying activities stage and post-study activities stage (Kuśnierek, 2016). This classification is very useful as the students may get involved and then consolidate the reading knowledge.

The important element of pre - study activity stage is to get students ready for the reading lesson. While-studying activities stage, songs are used to develop the new knowledge in reading skill components whereby learners complete the activities and tasks which directly concern the song. Post-study activity involves follow-up activities that practice the productive skills of reading. For effective use of songs teachers should consider in which stage of the lesson they want to use the songs.

To check whether there is significant difference between agreements mean scores of primary school teachers on the extent to which they were exposed to strategies of teaching reading based on their year of graduation, one way ANOVA and the findings were summarized in table 6.

Ho2: There is no significant difference between agreements mean scores of primary school teachers in Kilimanjaro region on the extent they were exposed to strategies of teaching reading skill concepts based on their year of graduation

**Table 6: One way ANOVA output of the agreements mean scores of primary school teachers on the extent they were exposed to strategies of teaching reading based on their year of graduation**

	Sum of Squares	Degrees of freedom	Mean Square	F	Sig.
Between Groups	10.809	5	2.162	3.459	.005
Within Groups	121.877	195	.625		
Total	132.686	200			

The independent groups were categorized in years of graduation as: 1971-1980, 1981-1990, 1991-2000, 2001-2009, 2010-2018 and not underwent certificate of education. The findings determined by one way ANOVA were summed as ( $F = 3.459$ ,  $P = 0.005$ ). The findings indicated that P-value was less than 0.05. Therefore, the null hypothesis was rejected and concluded that there were statistically significant differences between agreements mean scores of primary school teachers in Kilimanjaro region based on their year of graduation for on the extent to which they were equipped with the strategies of teaching reading skills.

### Conclusions

The pre – service primary education programme offered in Tanzania exposed teachers to some concepts of reading skill as well as the strategies of teaching those concepts enough to make them able to teach the basic knowledge of reading skill to Standard One and Two pupils. The curriculum used in the programme offers general knowledge on actual teaching of reading skill in the lower primary school. Thus, teachers may face challenges in teaching some readings skill concepts to Standard One and Two pupils. .

### Recommendation

Ministry of Education, Science and Technology through Tanzania Institute of Education should conduct in-service training to all primary school teachers as well as language tutors in order to help them cope with the rapidly changing teaching and learning needs especially in teaching reading skill. This will help all primary school teachers and language tutors to acquire new skills, sharpening existing one hence be able to teach better the reading skill to teacher trainees and Standard One and Two pupils respectively.

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