

Research Article

Ethiopian Early Grade English Teachers' Preparedness to Teach Basic Reading Skills

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Ethiopian children in early grades were found to be significantly nonreaders after 2–3 years of schooling regardless of linguistic variation. This is mainly attributed to the way children are taught basic literacy skills, which is attributed to teacher preparation and training. This research aimed to examine Ethiopian early grade teachers' preparedness to teach basic reading skills. Five schools were randomly selected out of 44 public primary schools in the research site. Among 40 teachers of English in the selected schools, 32 teachers were willing to take knowledge assessment test and fill in the questionnaire. Two of knowledge test papers and two pieces of questionnaire were rejected because the responses were incomplete. The data were gathered from ($n = 30$) randomly selected primary schools English teachers by using a questionnaire and knowledge assessment test. Data analysis was done using Statistical Package for Social Sciences (SPSS Version 25.0). Descriptive statistics were calculated for the responses to knowledge test and questionnaire. Pearson's correlation was calculated for the relationship among teacher preparation coursework emphasis, practicum attention, and teachers' felt preparedness to teach basic reading after categorical data were transformed into scale. The results have shown that primary school English teacher preparation designated only certain lecture sessions of coursework and few of activities of practicum to teaching early reading. The average knowledge assessment test score of teachers was 43.4%; 21 (70%) of the teachers achieved below 50% while 9 (30%) of them achieved 50% and above. There is a statistically significant relationship among teacher preparation coursework emphasis, practicum attention, and teachers' felt preparedness to help Ethiopian children learn to read. It can be concluded from the results that teacher preparation both in its courses and practicum activities did not place due emphasis on teaching teachers to teach basic reading skills. Participant English teachers also had knowledge gap about early reading instruction. Thus, participant English teachers were not adequately prepared to teach early grade reading. Teacher preparation coursework emphasis, practicum attention, and teachers' felt preparedness to teach early grade reading have a strong positive relationship.

1. Introduction

Following the expansion of modern education in the twentieth century, Ethiopia's imperial regime was concerned with assigning enough teachers to the schools. Attempts had been made to see different options of obtaining teachers such as importing expatriate teachers from countries that had a good diplomatic relation with Ethiopia at that time (e.g., France, USA, and Great Britain) and the Coptic Church of Egypt [1]. Ethiopia's education system has undergone different reforms to its policies, programs, and strategies [1].

During Derg regime, the socialist regime that ruled Ethiopia from 1974 to 1991, completing grade 12 was the only requirement to join teacher preparation program. The worse, certain candidates were allowed to teach without any pedagogical preparation to address acute shortage of teachers [2]. Primary teacher preparation programs started to receive those who failed to join higher learning institutions to study other disciplines; as a result, instructional quality and the profession's reputation have deteriorated [1, 2].

After the downfall of Derg regime, a new education policy was formulated and upgraded teacher preparation institutes to diploma-level colleges and also added certain new

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Early Childhood Language Education and Literacy Practices in Ethiopia Kassahun Weldemariam, Margareth Sandvik, Moges Yigezu, 2023-10-30 This edited volume explores how indigenous knowledges and practices can be instrumental in improving literacy outcomes and teacher development practices in Ethiopia aiding children's long term reading and learning outcomes The chapters present research from a collaborative project between Ethiopia and Norway and demonstrate how students can be supported to think pragmatically learn critically and be in possession of the citizenship skills necessary to thrive in a multilingual world The authors celebrate multilingualism and bring indigenous traditions such as oracy storytelling folktales to the fore revealing their positive impact on educational attainment Addressing issues of language diversity and systematic ignorance of indigenous literacy practices the book plays a necessary role in introducing Ethiopia's cultural heritage to the West and hence bridges the cultural gaps between the global north and global south Arguably contributing one of the first publications on early literacy in Ethiopian languages this book will appeal to scholars researchers and postgraduate students studying the fields of early years literacy and language indigenous knowledge and applied linguistics more broadly The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Handbook of Literacy in Africa R. Malatesha Joshi, Catherine A. McBride, Bestern Kaani, Gad Elbeheri, 2023-07-28 This volume highlights the shortcomings concerning literacy development in Africa and collates the current available literature based on empirical research in various countries in a coherent manner Further emphasized is how the current research can guide practical information to improve the literacy situation in Africa The research studies will encompass various fields such as linguistics neurosciences and education and will provide future research directions and instructional recommendations to improve the literacy situation in Africa

Secondary Education in Ethiopia Rajendra Joshi, Adriaan Verspoor, 2012-11-01 This book discusses reforms that should be undertaken in secondary education to support Ethiopia's transition from a low to middle income economy The most critical reform identified is the introduction of a flexible curriculum that serves the needs of all students including those who may not pursue higher education

International Handbook of Curriculum Research William F. Pinar, 2013-10-15 Continuing its calling to define the field and where it is going the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide providing a panoramic view of the state of curriculum studies globally Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide Changes in the Second Edition Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally Countries absent in the First Edition are represented Chile Colombia Cyprus Ethiopia Germany Iran Luxembourg Nigeria Peru Poland Portugal Singapore

South Africa Spain and Switzerland 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America This handbook is an indispensable resource for prospective and practicing teachers for curriculum studies scholars and for education students around the world *Global Approaches to Early Learning Research and Practice* Kenneth R. Pugh, Peggy McCardle, Annie Stutzman, 2018-02-26 The health development and learning of many young children living in disadvantage areas are at serious risk Access to education has improved under the United Nations Millennium Development Goals and there are now programs in low and middle income countries that are aimed at improving instruction and learning The research and evaluation on the effectiveness of such programs show there are significant challenges but also some successes This issue features presentations of leading international scientists representatives from key governmental and non governmental organizations and others working with programs in the developing world and disadvantaged populations The presentations describe the goals existing challenges and potential approaches to providing evidence based programs to young children in rural remote and poverty stricken areas Topics covered include the state of early childhood in low and middle income nations programs that have shown some success and innovative research approaches that have been often considered unfeasible in these contexts This is the 158th volume in this Jossey Bass series New Directions for Child and Adolescent Development Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area Each volume focuses on a specific new direction or research topic and is edited by experts from that field The Routledge International Handbook of Dyslexia in Education Gad Elbeheri, Lee Siang, 2022-07-20 The Routledge International Handbook of Dyslexia in Education showcases the various examples expertise and successful initiatives attempted to include students with dyslexia around the globe It highlights progress and identifies gaps for growth globally to stand united against dyslexia as a literacy problem and a specific learning disability challenge Taking a truly global view each chapter from world leading experts highlights issues related to the definition of dyslexia and how it is recognised locally its implications on relevant legislations and educational policy and how teacher training programs on dyslexia are delivered at both pre service and in service levels Contributors to this handbook also discuss and compare the services and tools available to identify individuals with dyslexia such as nationally standardized tests and tools for dyslexia assessment Students researchers teachers and other educational professionals who require highly relevant research informed guidance on dyslexia and its awareness identification training outreach and intervention around the globe will find this handbook an essential and timely resource Readers will also be able to identify shared experiences and good lessons from around the world as well as learn about better strategies to guide their journey in their own local community **Où sont passés tous les manuels scolaires?** Tony Read, 2015-12-16 Cette étude de la Banque mondiale est une riche compilation d'informations sur le matériel pédagogique d'apprentissage MPA sur la base de la vaste expérience et les multiples facettes de l'œuvre de l'auteur dans le secteur de l'éducation en Afrique L'étude examine un large ventail de

questions autour de la fourniture MPA dont le curriculum l'alphabetisation et le calcul la langue de la politique d'instruction d'approvisionnement et de distribution des d'fis ainsi que le d'veloppement et la production du MPA et de leur disponibilité gestion et utilisation dans les coles Il se penche galement sur le r le de la technologie de l'information et de la communication TIC bas sur le mat'riel p'dagogique d'apprentissage et de leur disponibilité L'tude reconna't que l'am'lioration de la gestion du syst'eme MPA est un l'ement essentiel dans la r'alisation de la prestation du MPA abordable et durable pour tous les l'ves Cette tude qui puise dans plus de 40 pays anglophones francophones lusophones et de pays arabophones sera particuli'ement utile pour les d'cideurs les partenaires au d'veloppement et d'autres intervenants qui tentent de comprendre le large ventail de questions li'es la complexit'e de la fourniture de manuels scolaires en Afrique subsaharienne

Global Variation in Literacy Development Ludo Verhoeven, Sonali Nag, Charles Perfetti, Kenneth Pugh, 2023-12-07 Bringing together an international team of scholars this pioneering book presents the first truly systematic cross linguistic study of variation in literacy development It draws on a wide range of cross cultural research to shed light on the key factors that predict global variation in children's acquisition of reading and writing skills covering regions as diverse as North and South America Asia Australia Europe and Africa The first part of the volume deals with comprehensive reviews related to the variation of literacy in different regions of the globe as a function of socio political sociocultural and language and writing system factors The second part of the volume deals with comprehensive reviews related to the variation of literacy in different world regions Offering a pioneering new framework for global literacy development this groundbreaking volume will remain a landmark in the fields of literacy development and literacy teaching and learning for years to come

Sustainable Results in Development Using the SDGs for Shared Results and Impact OECD, 2019-12-17 Governments and providers of development co operation increasingly use Sustainable Development Goal indicators to guide their policies and practices The close examination of three large recipients of development co operation Ethiopia Kenya and Myanmar across the sectors of Education Sanitation and Energy reveals four inter related challenges in using SDG indicators at country level

Disabilities inclusive education systems and policies guide for low- and middle-income countries Anne M. Hayes, Jennae Bulat, 2017-07-26 Having a disability can be one of the most marginalizing factors in a child's life In education finding ways to meet the learning needs of students with disabilities can be challenging especially in schools districts regions and countries with severely limited resources Inclusive education which fully engages all students including students with disabilities or other learning challenges in quality education has proven particularly effective in helping all students learn even while challenges to implementing inclusive education systems remain This guide provides suggestions for developing inclusive education systems and policies especially for low and middle income countries that are moving from a segregated system toward an inclusive system of education We specifically address the needs of countries with limited resources for implementing inclusive education However our strategies and recommendations can be equally useful in other contexts where inclusive education practices have not yet

been adopted **Where Have All the Textbooks Gone?** Tony Read, 2015-07-22 This World Bank report is a rich compilation of information on teaching learning materials TLM in Africa based on the extensive and multi faceted experience of the author s work in the education sector in Africa The study examines a wide range of issues around TLM provision including curriculum literacy and numeracy language of instruction policy procurement and distribution challenges TLM development and production and their availability management and usage in schools It also looks at the role of information and communication technology ICT based TLMs and their availability The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students This study which draws from more than 40 Anglophone Francophone Lusophone and Arabic speaking countries will be particularly useful for policymakers development partners and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa [Investing in Boys and Girls in Ethiopia](#) ,2012 **Minority**

Languages and Multilingual Education Durk Gorter, Victoria Zenotz, Jasone Cenoz, 2013-11-04 This book presents research on the situation minority language schoolchildren face when they need to learn languages of international communication in particular English The book takes minority languages as a starting point and it bridges local and global perspectives in the analysis of multilingual education contexts It examines the interaction of minority languages and cultures majority languages and lingua franca s in a variety of settings across different regions and countries on all continents Even though all chapters in this book involve minority languages the issues discussed are relevant to any context in which more than language is used in education The book reveals challenges and opportunities of multilingual education by discussing issues such as Northern and Southern concepts language education policies language diversity interethnic understanding multimodal language practices power conflict identity and prestige among many others This is the volume that finally accounts for multilingual education from a truly multilingual perspective by involving proposals and research from a variety of multilingual speech communities in the world The linguistically rich Ethiopia and Mexico can teach the poor Europe and other Northern countries about multilingual education CLIL promoters may learn from Finnish S mi and Canadian Innu and Mi gmaq indigenous communities as well as from Basque results Speakers and teachers of minority and international languages will certainly be glad to hear the news There is no need for a monolingual bias or tunnel vision in acquiring English in non English speaking communities This volume includes new challenging pedagogical perspectives while pointing to interesting conclusions for worldwide educational authorities Maria Pilar Safont Jord Universitat Jaume I Castell Spain

Facing Forward Sajitha Bashir, Marlaine Lockheed, Elizabeth Ninan, Jee-Peng Tan, 2018-09-20 Facing Forward lays out a range of policy and implementation actions that are needed for countries in Sub Saharan Africa to meet the challenge of improving learning while expanding access and completion of basic education for all The book underscores the importance of aligning the education system to be relentlessly focused on learning outcomes and to ensuring that all children have access

to good schools good learning materials and good teachers It is unique in characterizing countries according to the challenges they faced in the 1990s and the educational progress they have made over the past 25 years allowing countries in the region to learn from each other The authors review the global literature and add to it by their extensive new analyses of multiple datasets from more than three dozen countries in the region they integrate findings about what affects children s learning their access to schooling and progress through basic education The book draws lessons from the region and for the region about what works and what is needed to better implement what is known to have worked The book examines four areas to help countries better align their systems to improve learning 1 completing the unfinished agenda of reaching universal basic education with quality 2 ensuring effective management and support of teachers 3 targeting spending priorities and budget processes on improving quality and 4 closing the institutional capacity gap It concludes with an assessment of how future educational progress may be affected by projected fertility rates and economic growth Progress toward a Literate World Amber Gove, April Mora, Peggy McCardle, 2017-03-22 In order to work toward eradicating extreme poverty and hunger the United Nations Millennium Development Goals significantly include universal primary education gender equality and empowering women Effective early literacy instruction plays a critical role in achieving these goals From around the globe this issue presents evidence based culturally sensitive and cost effective practices in reading instruction and intervention in the early grades Not only will this issue heighten awareness of the challenges faced but it will provide valuable information to help guide and improve diverse global education programs and research especially in developing regions and for children living in poverty or disadvantage in all nations Presenting several experiences from small and large scale reading improvement programs it Focuses on low and middle income countries Describes challenges in implementing studying and scaling them up Informs expectations on how quickly and easily reading performance can change and Provides results and evidence of effectiveness This is the 155th volume in this Jossey Bass series New Directions for Child and Adolescent Development Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area Each volume focuses on a specific new direction or research topic and is edited by experts from that field

Resources in Education ,1985 Language Policy and Language Practice Christine McNab,1989 Madang Early Grade Reading Assessment (EGRA) ,2014 Senegal Liliane Sprenger-Charolles,2013 In international assessments Progress in International Reading Literacy Study Organization for Economic Co operation and Development PISA OECD and Progress in International Reading Literacy Study International Evaluation of Educational Achievement PIRLS IEA children s reading skills are not assessed before the fourth grade For students who are poor readers it is often too late by this time to carry out efficient and effective remedial instruction To be efficient remedial instruction should be conducted as early as possible In addition most major assessments are only composed of reading comprehension tasks and do not take into account the level of word reading fluency including accuracy and speed and listening comprehension However research suggests that reading

comprehension is associated with capacity in these complementary tasks The last two analyses indicated that in the two groups Wolof and French correlations between socioeconomic status and various tasks were not significant and that socioeconomic status does not contribute to variance in reading skills This was also the case for phonemic analysis and the knowledge of letter names although correlations between these tasks and the reading tasks were high Correlations between the pseudo word and word reading tasks were very high and the ability to read pseudo words was the only skill that explained variance in word reading isolated or in context Finally correlations between reading and listening comprehension were very high and listening comprehension was the only skill that consistently explained variance in reading comprehension

Reading Assessment Program Guide For Grade 12 Jennifer Katz, 2013-10-28 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz's book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year

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