

Application of Learner-Centered Methods in Developing Reading Skills Among Standard I and II Pupils in Hanang District, Tanzania

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ABSTRACT: *This study investigated the application of learner-centered methods in developing reading skills among standard one and two pupils in the Hanang District, Tanzania. The study was guided by social cultural theory developed by levy- Vygotsky of 1896 to 1934. The study adopted a convergent design under the mixed method research approach. The target population of the study consisted of all public primary schools in the Hanang district, whereby Purposive and Simple random sampling techniques were used to sample 57 respondents, including the 18 head teachers, and 38 teachers. Interviews guide was conducted for the District Education Officer and the head teachers, while questionnaires was administered for teachers and an observation guide was used to observe classroom teaching among standard one and two pupils primary schools in Hanang district., The content validity of the instruments was determined by giving the instruments to the research experts from Mwenge Catholic University, while the reliability coefficient was calculated using Cronbach's Alpha. Quantitative data were analyzed using means, frequencies, and percentages and presented in table form with the aid of the Statistical Package for Social Sciences (SPSS). The qualitative data were summarized, coded, analyzed, and presented in narration form according to the themes generated from the research questions. Finding indicates that LCM was applied in developing reading skills and most of the teachers, heads of schools and district education officers agreed that teachers apply LCM in teaching and learning process though some methods are not applied due to different challenges like lack of enough skills about certain method example the use of simple word cards most teachers can not differentiate between simple word cards and wall words, also some teachers did not apply LCM because of lack of resources and facilities especially the use of audio clip in teaching and learning because many schools in Hanang district lack electricity. The study concluded that LCM is applied in developing reading skills though there are still some challenges need to be considered so that LCM can be effectively applied by the teachers in developing reading skills. Study recommends that number of classroom should be added so that the number of pupils can balance so that LCM can be effectively applied, also the study recommend that in-service training should be conducted so teachers can update their skills in application of LCM.*

KEY WORDS: learner centre method, reading skills, curriculum and instruction

INTRODUCTION

Reading skills such as phonics, fluency, and reading for comprehension are indispensable fundamental skills that every child should attain. It is necessary that pupils learn to read at very early ages. In many developing countries, however, studies have shown that children fail to attain these basic skills (Graham & Kelly, 2018). A report by the World Bank (2018) indicated that many pupils go through and complete primary education without acquiring basic skills. Similarly, Gove & Cvelich (2018) showed that education systems in many developing countries give limited attention to reading activities. These raise important questions about the teaching and learning methods that are used in primary schools to help pupils learn to read.

Emphasizing reading and pupil literacy assist pupils to acquire greater abilities of attention and discipline. Additionally, it forces the reader to organise their thoughts – including issues that may be unfamiliar to them. According to research, if a pupil does not read on standard one and two, his/her future academics progress are threatened (Kawishe, 2016). Instructors are aware that pupils up to the standard two are learning to read. While standard three upward, pupils read for the purpose of learning. According to Graham and Kelly (2018), without a solid basis in reading and literacy, it is difficult to improve in, social studies, mathematics as well as science.

In Tanzania, whereby Kiswahili is the medium language of instruction in public pre-primary and primary schools, pupils' difficulties in reading are a major concern among the education stakeholders and teachers as well. According to recent research, pupils did not achieve the required levels of basic literacy skills in the early years of primary school (Kivenule, 2015). After standard 7, the majority of pupils were discovered to be unable to read standard one and two story books fluently. Moreover, 16% of pupils in standard seven could neither read nor comprehend standard two Kiswahili stories. Also, 13% of standard 7 pupils could not even pronounce words nor recognize syllables (Melhuish et al., 2015).

Reading skills, like other literacy skills, are mostly developed through interaction between pupils, teachers, parents, caregivers, and others (Mavhundiste, 2017). To build advanced linguistic and cross-cultural skills, problem-solving and cognitive strategy skills, and life-long learning skills, learners must first exhibit their own abilities and then interact with others, ideally in a smaller and more comprehensive study group (Irvin, 2017; Johnson, 2011). However, researchers have observed that some teachers use of teacher centred Methods (TCM) to teach reading skills. (Mmassy&Anney, 2016).

TCM failed to improve reading skills among primary school pupils. The drawbacks of TCM focused on the argument of exhaustive learning outcomes, teacher and instructor dependency, non-facilitation of higher cognitive-and meta-cognitive skills, and monopolized and limited assessment. TCM faces a number of issues when confronted with the challenges of our modern world and the growth of globalization (Garrett, 2008; Guidance, 2012; TTU, 2017). LCM has been identified as appropriate methods of teaching reading skills (RTI, 2021). The teaching methods are regarded as learner centred when teaching does not centralize the flow of knowledge from the teacher to the learner (MoEST, 2015).

As such, teachers might use LCM such as active learning, cooperative learning, and interactive learning that allow the child to gain control of oral language, recognize rhyme, and understand sounds, symbols, and figure out words. This correlates with what is emphasized in standard one and two curriculum in Tanzania. The curriculum places emphasis on the use of numerous teaching and learning methods that would help pupils learn how to read, like songs, role-play, drama, and drawing, which are also a part of the LCM (URT, 2018).

However, recent studies still failed to show how primary school teachers effectively implement LCM as it has been advantageous to TCM in assisting learners to develop reading skills (Edward, 2018; Faria, 2022; Kigobe, 2019; Ndiujye et al., 2020). Based on teachers' perspectives, the huge

failure of pupils in standard seven national examinations has been highly associated with the poor reading and writing skills of candidates (Litinchi, 2017; Mtahabwa&Rao, 2010). One would wish to know if teachers of standard one and two pupils use songs, role-play, drama and drawing in teaching reading skills. Another question would be effective these methods are used by standard one and two teachers to teaching reading skills. According to standard one and two curriculum at the end of standards two, when the learner-centered methods are effectively applied in teaching, a learner is expected to develop fluency in reading and recognizing patterns in words and make sense of words (URT, 2019). Thus, the current study aims to investigate how primary teachers use LCM in developing reading skills among standard one and two pupils in primary schools in Hanang district, Tanzania.

Statement of the Problem

Studies have consistently established that reading skills such as phonic, fluency and reading comprehension are essential foundation for pupils to acquire knowledge. From 2018 to 2020, Hannang district has been ranked last in the results of the standard seven national examination (PSLE) among the 7 districts of the Manyara region. As revealed in the reviewed literature, poor performance in PSLE has been correlated with poor mastery of the 3Rs (reading, writing, and arithmetic) (Komba&Shukia, 2021; Mmasa&Anney, 2016; NECTA, 2019). Subsequently, the literature indicates that difficulties and shortfalls in reading skills among pupils in Tanzania are related to the teaching approaches adopted by teachers in preparing them to develop reading skills (Mmassy&Anney, 2016; RTI, 2021; Ariandika&Rohiman, (2018). Furthermore, the aforementioned studies demonstrated various approaches and methods in relation to teaching reading skills to primary learners. Much attention was placed on critics of TCM and highly supported LCM. Therefore, it is important for researchers and scholars to understand how pupils are helped to develop reading skills through the contextual application of LCM. There are limited study findings conducted in the Manyara region about the implementation of LCM in enhancing learners' reading skills, while none have been conducted in Hanang, despite the poor performance revealed in PSLE for three years consecutively. Therefore, this study intends to assess the application of LCM in developing learners reading skills in the Hanang district while putting much emphasis on teachers' implementation of LCM through innovative and creation of conducive reading environment that is effective for learners to gain expected competence in reading skills.

Research Question

How do teachers use learner centred methods to develop reading skills among standard one and two pupils in Hanang district?

THEORETICAL FRAMEWORK (SOCIAL-CULTURAL THEORY)

The study anchored on knowledge generated from the social-cultural theory by Levy Vygotsky (1896–1934). Socio-cultural theory focuses on the contributions of society, especially adults, to children's learning and development. According to Vygotsky, learning occurs in a socio-cultural context in which parents, caregivers, and/or teachers support or “scaffold” pupils to higher levels

of thinking and language learning (Tamis-LeMonda& Rodriguez, 2009). The implication is that adults or teachers should create an environment that is friendly and accommodating pupils' learning how to read and use language (McLeod, 2018). Levy Vygotsky's socio-cultural theory affirms that a child's learning occurs through social interaction with a skilful adult or teacher (Cherry, 2013; McLeod, 2018). The adult or teacher may model behavior and/or provide verbal instructions for the child, an approach that Vygotsky refers to as cooperative or collaborative dialogue (McLeod, 2018). As such, it is through socio-cultural interactions that children go through a continuous process of learning. Imitation, guided learning, and collaborative learning make up socio-cultural interaction and play an essential role in Vygotsky's theory (Cherry, 2013). The two central tenets in understanding the socio-cultural theory of Vygotsky are the principle of the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD) (McLeod, 2018). A MKO is described as a person (teacher, parent, caregiver, or older peer) with more knowledge or experience than the pupil, with respect to a particular task, concept, or topic at hand. The concept of MKO is integrally related to the second central principle of Vygotsky's work, the Zone of Proximal Development (ZPD).

Strengths of the Socio-Cultural Theory

The theory concept relates to the difference between what a child can achieve independently and what a child can achieve with scaffolding (guidance and encouragement). Vygotsky's scaffolding sees ZPD as the area where the most sensitive instruction or guidance by more knowledgeable personnel (teacher, parent, caregiver, or older peer) should be given to allow the child to develop skills they will then use on their own and hence assist in developing reading skills (McLeod, 2018). At this level, interaction with peers is seen as an effective way of developing reading skills where teachers use active, cooperative, and interactive exercises where less competent pupils develop with the help of more skillful peers (McLeod, 2018).

Weaknesses of the Socio-Cultural Theory

However, Vygotsky's social-cultural theory has also been critiqued in equal measures. First, the zone of proximal development is unclear in that it does not account for a precise picture of a child's learning needs and child's present capability level or motivational influences are unaccounted for. The zone of proximal development does not also explain the process of development or how development actually occurs. (Chaiklin, 2013). Second, the theory disregards the role of the individual learner (TCM), but emphasizes the collective. Vygotsky asserted that the mind is not considered separate from the group. That is to say that knowing is relative to the situation in which people find themselves (LCM). As such the theory does not recognize that the individual can actually rise above social norms based on their ability to bring about personal understanding.

Justification of the Theory

In relation to the LCM, the theory emphasizes the establishment of a classroom context and opportunities for children to learn with a teacher and peers that are more skilled. That is, Vygotsky's theory fits into the current interest in active, cooperative, and interactive learning (McLeod, 2018).

Furthermore, the source of reading skills should be knowledgeable and experienced adults or teachers rather than learners due to their familiarity and experience with the language. Additionally, the theory recognizes the use of a variety of methods and strategies by teachers in teaching various skills to pupils (Cherry, 2013).

Review of Empirical Studies on Application of Learner Centered Methods in Developing Reading Skills

In Finland, the Finnish Board of Education (2018) conducted a survey evaluating the pre-primary curriculum, emphasizing the structure of content and the methods of teaching literacy for pre-primary pupils. The study used questionnaires to collect data from head teachers and observation guides to observe the teaching and learning activities. Convenient and purposive sampling techniques were used to sample the head teachers. The study found that the use of game-like methods in Finland had proven to be most effective for pre-primary children, especially for children starting to learn to read. Further, the study found that teachers were highly educated and had the competencies to develop their teaching by using approaches and methods of scientific inquiry. Besides, the study recommended that teachers teaching reading skills at pre-primary level adopt teaching methods that promote peaceful work, play, learning and doing together, meaningfulness of learning, peace and quietness, experiencing joy and other activities such that pupils interact and cooperate with each other actively. However, despite being very specific and accurate in stating the research problem, this survey's attention was diverted in the presentation of the findings. The study only explored the most effective teaching methods. In light of the aforementioned, the current study filled in the research gaps revealed by evaluating the structure of the limiting itself only to the effectiveness of LCA in developing reading skills among standard I and II pupils.

In South Africa, Masalesa (2019) examined methods of teaching to influence reading abilities. The study targeted teachers teaching reading in standard I, with observations, interviews, and document reviews being used to collect data in public primary schools. The study focused on the methods used to teach reading and writing in Standard One. The study findings showed that teachers had no specific teaching methods; instead, they adopted methods depending on the subject content, the nature of the pupils, and the availability of the teaching and learning resources. The study was very comprehensive methodologically in terms of data collection instruments used as well as on the target population. However, it showed that teachers were liberal in choosing the teaching and learning methodologies that were effective for developing reading skills among pupils in standard one. The current study, in examining the effectiveness of the LCA in developing reading skills among learners in standards one and two, was limited itself to the active, cooperative, and interactive teaching and learning methods that are stipulated in the competence-based curriculum, thereby filling in the research gap by contextualizing the methods within the Hanang Primary Schools in order to suit the learners' reading skills.

Junior (2020) conducted the study on use of learner centered teaching methods towards improving pupil performance in secondary school physics in Migori County, Kenya. A one-shot cross-

sectional survey design was used in the study. Data was gathered through semi-structured interviews, focus group discussions, and document analytic assessments. The study did not specify the sample size or the target population, which could have jeopardised the findings' trustworthiness. While the survey design was justified, the study included qualitative data collection methods such as focus group discussions and documentary analytic evaluations, which incorporated the qualitative part into the quantitative investigation. The study found that the use of child centred methods in Kenya had proven to be most effective for pre-primary children, especially for children starting to learn to read. However the schools were lacking supportive materials for effective development of reading skills. The study only explored the effectiveness of child centred methods. In light of the aforementioned, the current study filled in the research gaps revealed by evaluating the use of learner centred method in developing reading skills amongst standard one and two pupils in Hanang district.

Kewaza and Welch (2018) conducted a study on how child centred method is used in developing reading skills among primary school pupils in Uganda in Kampala, Uganda. Surveys, interviews, and questionnaires were used to collect quantitative and qualitative information. The study was guided by three data collection approaches: examining the impact of class size on the teaching methods used to teach reading skills in primary classes, the effect of large classes on the teaching resources used to teach reading skills in large classes, and the effect of enrollment on teachers' attitudes toward teaching reading in large classes. In the 16 primary schools chosen for the study, data were collected from 48 instructors of reading skills in lower primary classes, 16 primary head teachers, and 16 heads of lower sections. The majority of respondents indicated that the most prevalent instructional approaches utilised by reading teachers in packed classes were those that tended to raise choral reading. Such strategies aided teachers in engaging all pupils in reading. Furthermore, such strategies indirectly allowed teachers to have better class control. The current study, in examining the effectiveness of the LCA in developing reading skills among learners in standards one and two, was limited itself to the whole primary school levels, thereby filling in the research gap by contextualizing the methods within the standard one and two only Hanang Primary Schools.

In Tanzania, Anney, Mmasa, and Ndunguru (2016) explored literacy and numeracy teaching in pre-primary school classrooms through mixed approaches. The study targeted the head teachers, teachers, and pupils sampled using both probability and non-probability techniques. The study findings indicated that the dominant approach used by the teachers in teaching literacy was a didactic approach, which was too bookish and had no participation from the pupils. The study further indicated that there was very little LCA in the process of teaching and learning. Instead, data from observation guides indicated that teachers dominantly used lecturing methods and that pupils were required to re-produce whatever the teachers delivered in the classrooms. Though this study was able to answer the research question methodically, it didn't say what the research question was about. The study examined teachers' fidelity in implementing the competence-based curriculum through the use of LCA as stipulated in the CBC. Furthermore, the current study went further in examining the opinion of the teachers towards the effectiveness of LCA in developing reading skills among pupils in standards I and II.

METHODOLOGY

The study adopted convergent design under the mixed method research approach. A convergent design required that the researcher simultaneously collect both the quantitative and qualitative data for the purposes of a deeper understanding of the problem being studied (Creswell, & Guetterman, 2018). The convergent parallel design employed as, it involves the simultaneous collection of qualitative and quantitative data. The convergent parallel design guided the researcher in collecting and analyzing quantitative data from teachers through the use of questionnaires on the effectiveness of LCM in developing reading skills among pupils in Lower primary, the study targeted 382 individuals from 127 public primary schools in the Hanang district. . This comprises one district education officer, 127 head teachers, and 254 standard one and two teachers (DES, 2021). The study focused on primary school teachers since they are responsible for teaching early reading and writing skills in schools. In the course of teaching, they are expected to employ knowledge and skills in teaching reading and writing skills. On the other hand, lower primary teachers were involved in this study because they facilitate the teaching and learning process and are responsible for tracking pupils' reading progress as well as assessing pupils' reading skills.

PRESENTATION, INTERPRETATION OF STUDY FINDINGS

The data were collected from teachers, head of schools and District Education Officer in relation to LCM employed by standard one and two teachers in developing reading skills in primary schools as addressed in Table 1.

Table 1: Teachers responses on LCM's employed by Primary Teachers to Develop reading skills among Standard one and two pupils in Hanang District

Item	SD		D		U		A		SA		Mean (SD)
	f	%	f	%	f	%	f	%	F	%	
I use songs and nursery rhymes to help pupils improve their reading fluency.	-	-	-	-	-	-	10	33.3	20	66.7	4.7 (0.48)
I make simple word cards to help pupils understand Phonics.	-	-	-	-	2	6.7	18	60.0	10	33.3	4.3 (0.58)
In order to improve their phonics, I have my pupils play with letter magnets.	-	-	3	10.0	21	70.0	4	13.3	2	6.7	3.2 (0.7)
I engage my pupils in playing games in order to memorise high frequency sight words to improve their fluency.	-	-	-	-	-	-	15	50.0	15	50.0	4.5 (0.51)
I use spelling for the pupils to improve in reading comprehensions.	7	23.3	2	6.7	16	53.3	2	6.7	3	10.0	2.7 (1.2)
I engage my pupils in playing word puzzles to improve their comprehension reading.	9	30.0	8	26.7	4	13.3	9	30.0	-	-	2.4 (1.22)
I use various audio clips to help my pupils have a better Fluency.	19	63.3	7	23.3	4	13.3	-	-	-	-	1.5 (0.73)

I use vowel patterns to improve their Phonics.	-	-	-	-	-	-	15	50.0	15	50.0	4.5 (0.51)
I integrate speaking skills to help pupils in improving their fluency.	-	-	-	-	-	-	18	60.0	12	40.0	4.4 (0.5)
I integrate reading skills to help pupils improve their comprehension reading.	-	-	-	-	-	-	10	33.3	20	66.7	4.7 (0.48)
I use word walls to help pupils improve their comprehension reading.	-	-	-	-	-	-	12	40.0	18	60.0	4.6 (0.5)
I use drawings to help pupils understand Phonics.	1	3.3	2	6.7	5	16.7	8	26.7	14	46.7	4.1 (1.11)

Source: Field data, (2022)

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

Songs and Nursery Rhymes

The findings as summarized in Table 1 show that, songs and nursery rhymes is one among the method argued by most of teachers to be applied in developing reading skills among standard one and two pupils. With respect to data summarized in table 1, it have been indicated that 66.7% of teachers' strongly agreed to use songs and nursery rhymes to develop pupils reading skills and 33.3% agreed while none of participant sampled disagreed (mean=4.7, SD=0.48). Songs support and motivate pupils to work hard, inspire their interest in learning activities, and aid in concentration. Songs help teachers establish the ideal environment in the classroom. Nursery rhymes might jolt a dozing class. The length of the song or segment of a song becomes more familiar to the pupils, and they internalise the amount of time they have before moving on to the next activity, which encourages them to take ownership of their own learning.

This findings collided with one of the head of school who argued that; *“Many teachers like to use songs, pictures and diagrams to develop children's reading skills”*

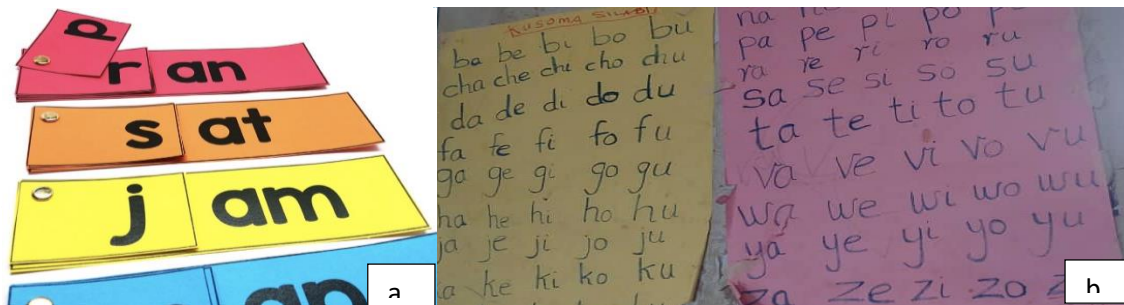
Findings from the interviews revealed that Songs and rhymes are great tools for developing phonological consciousness since they put the emphasis on listening. These songs have been recommended by teachers and are ideal for developing and exercising phonological awareness abilities. According to (Mmasa & Anney, 2016) development of phonetic consciousness to children is essential. Its relationship with phonics makes it significantly related to developing quick performance in childhood reading ability.

Additionally, during classroom observation at school 'X2' The researcher observed pupils employing songs methods in developing reading skills in which the pupils were singing 'sautiya kwanza kitaneno baba ni b.' (The first word in the word father is b.). This assisted them to be able to notify letter 'b'. While they keep on repeating the song most of pupils found to be capable to read those words even when they were not singing. However the study discovered that there were teachers who badly use these methods by using irrelevant song. For instance at school 'X6' Teacher was teaching how to read words but he started the lesson by singing a song 'kuandika

napenda maumbo ya sauti mwalimu niongozee..' (Writing I like the sound shapes teacher guide me ...).The song reflected writing skills but the teacher intends to teach reading skills this can lead to misunderstanding of knowledge to be acquired.

Simple Word Cards and Word Walls

The study findings as summarized in Table 1.revealed that 93.3% of teachers involved in this study argued that they make simple word cards to help pupils understand Phonics. Likewise, 90% teachers argued that they use word walls to help pupils improve their comprehension reading. Word cards are small letters developed in cards to assist learners to develop words from cards (Figure.1a) and aid in word memory while word walls are words developed by teacher in piece of papers (like manila sheets) and stick on walls for the pupils to memorise words (Figure .1b)



Source: Field Data (2022)

Figure 1: Demonstration of word cards (a) and word walls (b)

Word cards are an excellent approach for pupils to establish strong study habits while rapidly expanding their words understanding. A limited words might make it difficult for pupils to express themselves and can make reading more difficult as argued by (Lebowitz, 2019). However though the teacher arguing to use word cards, the study revealed that most of the teachers are using these words interchangeably. During observation, the researcher found a teacher showing word-wall indicated in Figure 1b as a word card which is in reality it is word-wall this is to say that LCM applied by teachers in developing reading skills need to be updated through training so as to deliver proper knowledge

Reading on a Daily Basis

The study findings also revealed that, all teachers accepted to engage pupils in reading on a daily basis to help them improve in reading comprehensions (23.3% agreed, 76.7% strongly agreed. These concur with Tanzania Institute of Education (TIE) who indicated that reading must be taught daily in primary schools particularly for lower classes. The division of periods that show it as teaching time per week is 15 hours and there are six (6) sessions per day of the term of each session of 30 minutes long. So in one day of training the pupils have to learn for only 3 hours. This division of time shows that the area of Reading, Writing and Arithmetic takes 80%, while the area of

Empowerment Skills takes 13% and Religious Education take up 7% of the total learning time as how presented in Table 2.

Table 2: Distribution of Lessons for Standard One and Two

Subject	number of hours per week	Number of lessons per week
Reading	5	10
Writing	3	6
Arithmetic's	4	8
Health care and environment	1	2
Developing sports and arts	1	2
Religion education	1	2
Total	15	30

Source: Basic Education Syllabus for Standard one and two (TIE, 2016)

On top of that the interview with head of school in school (X2) revealed that reading is the only subject with high sessions per week compare to writing and arithmetic.

“Here at my school the children read every morning to build a memory of what they are made of.... This has greatly helped children in developing reading skills” 24/06/2022 .Findings obtained from the interview above show that reading daily it helpful for a learner to acquire reading skills because if practicing everyday makes perfect.

During observation it was found that most schools focus on children's reading habits every day especially in the morning before break time, although many teachers have been seen to combine literacy skills at the same time. This contradicts with the primary school education modules which directs pupils to be taught reading and writing in different sessions (URT, 2019).

Playing Games

The study had also examined the application of playing games in enhancing reading skills among standard one and two in public primary schools in Hanang District. The findings as presented in Table 1 indicated that, all teachers (100%) agreed on using games to enhance the reading skills among pupils and further argued that we engage our pupils in playing games in order to memorise high frequency sight words to improve their fluency. This is also supported by one of the head of school at school ‘X4’ who replayed that; *“I often see teachers preparing various games and cards, which they play with children. I believe the main goal is to help children become accustomed to the words along with remembering them easily.” 23/06/2022.*

As the importance and advantage of using play and games

This findings is conquered with Badjadi, (2020) who discovered that, Baby brain games are those that stimulate a baby's brain to promote their cognitive development. These games frequently involve letters, shapes, and colors. When learning to read and write at school, the child will use these cognitive skills, which are developed through this games. Reading instruction for children is crucial. This is so that they can better understand their surroundings. They benefit in terms of their academic performance and potential future employment.

Playing Word Puzzles

Word puzzles is not popular used in Hanang district for developing reading skills among standard one and two (mean = 2.4). The finding as summarised in Table 1 exposed that 56.7% of sampled teachers had never played word puzzles with their standard one and two pupils. While 30% agreed on engaging their pupils in playing word puzzles to improve their comprehension reading the study also found 13.3% of the teachers who failed to agree or disagree to the item. However, based on this responses it have been exposed that most of the standard one and two teachers in Hanang district are not familiar with the application of word puzzles in enhancing reading ability. This has been associated with the lack of enough seminars and workshops on development of learner centred approaches while others schools lack supportive resources.

This findings is dissimilar with Moate and Cox, (2015) who revealed that, word puzzles are common used by teachers in Scandinavia countries to enhance pupils word memory ability. According to their findings word memory can be enhanced via word puzzles like crosswords and logic games where the pupil must recall language and definitions. However with respect to this findings it further revealed that most of the teachers in Hanang district lack sufficient knowledge and creativity on how to develop different teaching aids that could enhance learners reading ability. Most of them had claimed on availability of resources while according to Andiema (2016) other teaching aids like word puzzles can be just developed from manila sheets or peace of papers without even waste money on the modern tools.

Audio Clips

The study findings as presented in table 1 revealed that standard on and two teachers in Hanang district are not using audio clips at all in enhancing reading skills (mean = 1.5, SD = 0.73). Out of 30 teachers surveyed, 63.3% were strongly agreed that they do not use audio clips to enhance learners reading ability. On top of that, 23.3% disagreed to use various audio clips to help my pupils have a better fluency due to some limitations like lack of electricity and electronic tools. According to the study conducted by Liu and Li, (2022) it has further recommended that, strong verbal abilities have to be developed from infancy stage if a child as to grasp and communicate successfully. The value of audio clips and visual books in this context has been demonstrated by research to be appropriate for developing reading ability to the learners at lower stages. The effectiveness of audio-visual books in helping children develop their verbal skills is facilitated by their simplicity of use.

However most of the public primary schools lack sufficient audio equipment that can be used to develop reading skills, as argued by one of the head of school that, most of the schools in Hanang district does not have electricity and are far from where electronic infrastructures pass. This hinder the pupils to gain the benefits brought by the new teaching approaches brought by scientific innovations like how revealed in countries like china by Hu and Yang, (2022) in which most of the schools are recently use modern learning tablets for teaching.

Vowel Patterns

The study findings as presented in Table 1 discovered that most of the teachers in Hanang district use vowel patterns in teaching pupils of standard one and two reading skills (mean = 4.5, SD = 0.51). The findings revealed that, all the teachers sampled argued that the use vowel patterns to improve pupils phonics to enhance their reading ability. The researcher observed some class walls with vowel patterns as how presented in Figure 1;



Figure 4.1: Vowel Patterns Observed in one of the Classroom in Hanang district

Source: Field Data (2022)

This findings corresponded with findings discovered by Shaari and Mohamad (2020) who revealed that most of the teachers in Malaysia use vowel patterns trick to teach learners reading skills as only a small portion of words contain unusual spellings and correspondences between letters and sounds. This means that learning letter-sound relationships and combining sounds to form words

allows one to read almost all Swahili or even English words easily. Children can concentrate on understanding what they read when they can easily decode words (transform spelling into speech sounds).

Findings obtained revealed that application of vowel pattern in developing reading skills is applied in moderate way that some teachers are using it and other teachers are not using under excuse of time wastage and lack of resources.

Drawings

The study findings had also discovered that primary school teachers particularly those who teach standard one and two are using drawings to develop learners reading skills (mean=4.1, SD=1.11). The findings as presented in Table 1 exposed that 73.4% of surveyed teachers agreed to use drawings to help pupils understand phonics while 16.7% were neutral and 10% disagreed. During observations the researcher revealed some walls with pictures drawn with words below to assist learners to develop reading ability through drawings pinned on the walls. However despite of using drawings for some schools, the researcher revealed that most of the drawings were too old which can lead to poor implementation of LCM in developing reading abilities . as supported by Budinski&Lujic (2018) who contrary found out that drawings and games was mostly used as teaching approach but teacher designed activities according to pupils' interest also teaching methodology applied by preschool teachers contributed to the development of reading skills. so this show that there is a relationship of a teacher use a drawing method in developing reading skills though in classroom observation teacher only use the books and drawing found within it and other classroom pictures this can cause a teacher not to deliver proper knowledge because there are some topic need to be taught by using drawings so that a learner can understand easily but you find most teachers not use the drawings properly for proper knowledge.

CONCLUSIONS AND RECOMMENDATIONS

Basing on the findings a study concluded that majority of primary school teachers in Hanang district are applying learner centered method in developing reading skills among standard one and two pupils though there are some of teachers and some of the methods are not applied properly because there are challenges like lack of enough resources and material, large number of pupils in classrooms, lack of time also lack of conducive environment for teaching and learning process this things should be considered so that teachers can apply LCM effectively. Basing on the conclusions, the study had further recommended in-service trainings to be offered to the teachers on how to develop appropriate learner centered teaching resources that could support them in enhancing reading skills among pupils. It further recommended the training to be conducted at least after every three years so that to keep teachers up to date with technological changes and innovations. Never the less, teachers should be motivated so that to have working morality as most of the pupils are coming with inability to speak in Swahili which become tough for the teachers to teach them effectively.

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