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UNIVERSITE DE YAOUNDE I

FACULTÉ DES SCIENCES DE

L'ÉDUCATION

DEPARTEMENT DE DIDACTIQUE

DES DISCIPLINES

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CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN  
SCIENCES HUMAINES, SOCIALES  
ET ÉDUCATIVES



REPUBLIC OF CAMEROUN

*Peace – Work – Fatherland*

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POST COORDINATE SCHOOL  
FOR SOCIAL AND  
EDUCATIONAL SCIENCES

**TEACHING READING COMPREHENSION:  
PRIMARY SCHOOL TEACHERS' ORGANISATIONAL  
STRATEGIES AND THE IMPACT ON PUPILS' READING  
COMPREHENSION ABILITY**

A dissertation submitted in partial fulfillment of the requirements  
for the award of a  
Master's Degree in Didactics (specialty English language)

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## **LIST OF ABBREVIATIONS**

(n.d.): no date

CBA: Competence Based Approach

CIA: Central Intelligence Agency

DV: Dependent Variable

EFA: Education for All

EFL: English as a Foreign Language

E.g.: Example

EL: English Language

ESL: English as a Second Language

Esq: Esquire

FL: French Language

GCE A Level: General Certificate of Education – Advanced Level

GCE O Level: General Certificate of Education – Ordinary Level

GRH/GH: General (Research)/ Hypothesis

GRO: General Research Objective

GRQ: General Research Question

ICT: Information and Communication Technology

IF: Instructional Framework

IV: Independent Variable

KM<sup>2</sup>: Kilometres Square – Square Kilometres

MCQ: Multiple Choice Questions

MINEDUB: Ministry of Basic Education

MINEDUC: Ministry of National Education

MKO: More Knowledge Others

N<sup>o</sup>: Number

NAP: French appellation for NPA – Nouvelle Approche Pédagogique

NPA: New Pedagogic Approach

NSESPS: National Syllabuses for English Speaking Primary Schools

P...: Page Number

PASSEC: program for the CONFEMEN Education System (CONFEMEN---La Conférence de Ministère de l'Education Ayant le Français en partage 1993)

PQ: Probing/ prompting Questions

SRQ: Specific Research Questions

SRO: Specific Research Objectives

SRH: Specific Research Hypothesis

UNESCO: United Nations Organisation for Education, Science and Culture

UNO: United Nations Organisation

ZPD: Zone of Proximal Development

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## ABSTRACT

This study investigates and analyses the primary school teachers' organisational strategies used in teaching Reading Comprehension (RC) and how they impact the pupils' R.C ability. One of the major goals of English Language (E.L) teaching in primary school is that pupils should be able to read and understand authentic documents after six years of schooling. Literature reveals that more pupils graduate from primary school without being able to read part or all of a sentence. We hypothesized that teachers' poor organisation strategies used in teaching R.C has an impact on the pupils' R.C ability. Guided by three research questions based on quality didactic transposition, quality classroom organisation and interaction, and quality evaluation, a small scale qualitative sample of 10 teachers and 50 pupils from 5 government primary schools were purposefully sampled to provide data for this study. The research arrived at the major finding that teachers' organisational strategies used in teaching R.C is seriously flawed due to their inability to transpose reading (EL) content, inability to organise R.C classroom to permit interaction and engagement of pupils in the lesson, and their inability to give evaluation that will enhance pupils' inferential reasoning /thinking. These findings prompts a rethinking of the harmonisation of the primary school Curriculum, in-service training on E.L /reading teaching and also a call for training of qualified candidates with degree in E.L who will be specialised in teaching EL or reading in all the primary schools in Cameroon.

## RESUME

Cette étude fait une enquête et une analyse des stratégies organisationnelles utilisées par les instituteurs dans l'enseignement de la compréhension de Texte (CT) et la façon dont elles influent sur la capacité des élèves en Compréhension de Texte. L'un des objectifs principaux de l'enseignement de la langue Anglaise à l'école primaire est de permettre aux élèves de pouvoir lire et comprendre des documents authentiques après six années d'études primaires. Or, la littérature révèle que beaucoup d'élèves quittent le primaire sans être capables de lire une phrase à moitié, encore moins entière. Nous avons émis l'hypothèse selon laquelle la médiocre organisation des instituteurs dans l'enseignement de la Compréhension de Texte a un impact sur la capacité des élèves en Compréhension de Texte. Guidé par trois questions de recherche basées sur la transposition didactique de qualité, la bonne organisation, la bonne interaction de la classe et une évaluation de qualité, un échantillon qualitatif à petite échelle de 10 enseignants et 50 élèves de 5 écoles primaires publiques ont été sélectionnés à dessein pour fournir des données pour cette étude. La recherche a abouti à la conclusion majeure selon laquelle les stratégies organisationnelles utilisées par les instituteurs dans l'enseignement la Compréhension de Texte sont sérieusement viciées en raison de leur incapacité à transposer le contenu de la lecture, leur incapacité d'organiser une classe de Compréhension de texte afin de permettre l'interaction et l'engagement des élèves dans la leçon et leur incapacité de donner une évaluation qui améliorera le raisonnement et la pensée déductive des apprenants. Ces résultats invitent à repenser l'harmonisation du programme d'études de l'école primaire, la formation interne sur l'enseignement de l'Anglais/ la lecture, et un appel à la formation de candidats qualifiés avec un diplôme en Anglais qui seront spécialisés dans l'enseignement de la langue Anglaise ou la lecture en Anglais dans toutes les écoles primaires au Cameroun.

## GENERAL INTRODUCTON

Reading Comprehension is an essential component of lifelong learning. Individuals who experience difficulties reading and understanding information presented them tend to suffer from problems in school, in the work place, and in their communities (Leu & Kinzer 1987, Donaldson 2011). Reading is a fundamental skill necessary to ensure participation in today's global society. The ability to read profoundly impacts the level of academic, social and economic success. In the same way comprehension is critically important in the development of the children's reading skills and therefore their ability to obtain quality education.

In her foreword to the Education For All (EFA) Global Monitoring Report –UNESCO (2014), the Director General Irena Bokova states that, "fifty- seven million children are still failing to learn..., poor quality is holding back learning..., one third of primary aged children are not learning the basics..." She further explains that, an education system is as good as its teachers; unlocking their potentials is important to enhance the quality of learning.

Owing to the fact that the top priority of the Cameroonian Government is the education of its nation (Law n° 98/004 1998), and also given that one of the goals of the primary school English syllabus is to train children to read and understand authentic documents after six years of schooling (NSESPPS2000), this research work seeks, in a way to make necessary contributions and recommendations to this national and international initiative. Also, due to the fact that primary education is the only formal education majority of children receive especially because it is offered free, there is absolute need for its effectiveness. But, many literature as shown in the present study reveal that Cameroon is ranked amongst the least educated countries, and yet hope to emerge the horizon 2035. Education can be measured through literacy level which could be achieved through one's ability to read. The researchers experience as a primary school teacher for couple of years confirms the findings of several literatures that majority of pupils graduate from primary school without knowing to read and understand authentic documents as recommended by NSESPPS 2000. Given the fact that the education of the nation lies in the hands of the teacher (Law n° 98/004 1998), the present study seeks to investigate and analyse the primary school teachers' organizational strategies used in teaching Reading Comprehension (RC) and how they impact the pupils' RC ability. The research is based on some specific hypotheses that

quality preparation and planning (didactic transposition), and the mobilization of quality didactic materials have an impact on the pupils' RC ability, quality classroom organization, interaction and engagement of pupils during instruction has an impact on the pupils' RC ability, and that quality evaluation during and after instruction has an impact on pupils' RC ability. After a hand of literature review and concepts substantiating the validity of these hypotheses, the study arrived at the findings that teachers' organizational strategies used in teaching RC as guided by the above hypotheses is seriously flawed. However, to enable teachers relate our findings to the preceding national initiative, we have wherever possible, made explicit references of the core ideas. Our findings are based on the close examination of the work of a sample of primary school teachers who teach class five and six (that are the final classes in the primary school in Cameroon). The validity of the problem and findings of the study is justified by the results of the ability test (given the pupils by the researcher) that were also analysed.

Therefore, to better understand the insight of teaching RC in primary school and the role of the teacher in effective organization of lessons before, during and may be after instruction, and how this could impact pupils' RC ability, the following objectives of the study were targeted.

- To identify and describe the key factors of what teachers know, understand and do in terms of organization of effective RC instruction.
- To assess teachers classroom organization, interaction and engagement of pupils (teaching strategies) during the didactic situation of RC how this can impact the pupils' RC ability.
- To assess the quality of evaluation teachers use to evaluate the pupils' RC and how they can impact on the pupils' RC ability.

This present study is made up of the preliminary section, the core of the study, and the appendices. The core of the study contains five chapters with a general conclusion. The first chapter starts with the study's background based on the demography of international literacy level and that of Cameroon per se, it gives an insight of the efforts made by the Cameroonian government to provide quality education to the Cameroonians through the opening of more teacher training schools, modification of approach and methods of teaching. It also high lights the importance of EL and reading in the primary school curriculum. The problem presented in this study is that pupils graduate from primary

school without being able to read and understand authentic documents. The researcher reasons that the teachers organizational strategies used in teaching RC is not good enough to build the pupils' RC ability. The research stems from three research questions and hypotheses on the themes already mentioned above. Chapter two followed with the definition of some key terms such as reading Comprehension, reading comprehension ability, didactics/ transposition, classroom management / organization. This is followed by explicit conceptual framework and literature review based on the above, which are equally closely linked to the research questions and hypotheses of the study. An overview of the two chapters presented on a synoptic table to close this introductory part of the body of the study. These two chapters stand as the foundation on which research on the present study is built. The qualitative research method, the sample of 10 teachers, the interview, observations, ability test, & informal discussion and the explanatory data analysis method are explained in chapter three. Chapter four and five contain a vivid explanation of the data analysis and interpretation. The data are analysed and interpreted according to the different research questions and arriving at the findings that teachers' organizational strategies used in teaching RC is seriously flawed and consequently a negative impact on the pupils RC ability. General conclusions, recommendations, and references end the section. The researcher on this note recommends effective and well followed up in-service training for all the primary school teachers in Cameroon, provision of staffrooms and libraries to promote reading and research for both teachers and pupils. Also teachers are called upon to open up for corrections/criticism, and self-evaluation on classroom practices. Again there is the call for the harmonization of the primary school curriculum to facilitate transposition and effective evaluation on EL and Reading. Finally, criteria for training teachers to teach EL in the primary school should be based on academic qualification and content knowledge of EL per se. This means candidates should have at least a Bachelor's Degree in English from any university.



# CHAPTER 1: THE PROBLEM

This chapter presents a demographic literacy background of Cameroon at the international and national level, gives an insight of the efforts made by the Cameroonian Government to provide quality education in Cameroon and highlights the importance of English and Reading in particular in the primary school curriculum. It also present a statement of the problem on which the present study is based. The Chapter is developed under the following sub headings;

- ❖ Background To The study
- ❖ Statement Of The Problem
- ❖ Research Questions
- ❖ Research Objectives
- ❖ Significance Of The Study
- ❖ Delimitation Of The Study

## 1.1: BACKGROUND TO THE STUDY

*Low level of literacy and education in general, impede the economic development of a country in the current rapidly changing technological driven world. CIA World Fact Book (October 2016).*

The National Institute of Statistics estimates that Cameroon has a population of 15.292000, with a population density of 33 inhabitants per KM<sup>2</sup>. The youths make up the majority of the population with an average age of 22years. The National Education Profile (2014) update reports 5562000 pupils' intake in both primary and secondary education. 3849000(69%) are enrolled in primary education .The report reveals that 30% of youths (15-24years) have not completed primary education in Cameroon.10% have not had any formal primary education and 20% have attained at most incomplete primary education.

With regards to school participation, literature reveals that 17% of children of official primary age (4 - 11/12 years), are out of school. Primary school enrolment decreases from 92% to 73% by completion. This indicates a 19 - 20% drop out (The National Education Profile 2014 update).

The youth literacy rate measures 68.2% (1976), 81.10% (2000), 83.14% (2007), and 80.57(2010) while adult literacy rate measures 41.22% (1976), 68.41% (2000), 70.68%

(2007), and 71.29 (2010); ranking Cameroon among the least educated countries in the world. (UNESCO Institute of Statistics; UN Development Programme on Education; PASSEC; Education Policy Data Centre).

According to EFA Global Monitoring Report (2000-2015), universal literacy is fundamental to social and economic progress. Literacy skills are best developed in children through good quality education. ...250 million children of school age in the world are unable to read, write, or do basic Mathematics..., 175 million young people living in low and middle income African countries are unable even to read all or parts of a sentence.

Under the theme "Teaching and Learning;" Achieving Quality For All, EFA proposes in response to the world's youth literacy crisis, that nations should make teaching quality a national priority, and that quality must be made a strategic objective of education plan and that national policy should address teacher quality and management. According to EFA, poor quality education leaves a legacy of illiteracy.

In Cameroon like in many African countries, Primary education is the only formal education received by majority of children who have the opportunity to attend school. Thus the role of the primary school in providing basic numeracy and literacy skills is very important for our national development.

The government of Cameroon has therefore been making tremendous efforts to provide quality education to Cameroonians as they poised to achieve the Millennium Development Goal (MDG) laid down by the United Nations Organizations (UNO) in 2000.

The National Forum for Education in Cameroon (1995), The Law No 98/004 of 14<sup>th</sup> April 1998 To lay down Guidelines For Education in Cameroon, The National Conference held in Yaounde (February 2000) to define the new sequence of the new syllabuses in Primary schools, modifying the timetable, teaching methodologies, teaching aids, teaching objectives of each discipline and methods of assessment, The Jontien Conference held in Senegal (2001),The reform on Certificat d'Edude Primaire Elementaire and the First School Leaving Certificate (2001),The reform on Evaluation (2001),show the importance that the Cameroon government gives to Primary education.

One major policy option in the education system in Cameroon is the "Universalization of Primary Education" or Education for All". The (1996) compulsory education in Cameroon was reiterated by the president of the republic on his address to the youths on the eve of

11<sup>th</sup> February 2000, that, primary education in Cameroon is “obligatory” and “free”. This leads us to the indispensable importance of the role of the teacher as expressed by Nsameng and Tchombe (2011) citing Kishmani (2001:37) that “education is the torch that illumines Africa and their dark continent; teachers are the torch bearers...” Formelack T.S. (2008) also emphasizes the importance of the teacher in the educational system stating that the teacher is the most important element in any educational program; it is the teacher who is responsible for the implementation of education at any stage.

Government Teacher Training Colleges have been opened in all the 54 Divisions in the country. Private endeavours are also encouraged as Private Teacher Training Colleges are littered within the big towns of Cameroon. Established educational bodies like IPAR, SPEP are seriously at work with some goals to improve upon the pre training of primary school teachers, upgrading the professional aptitude of those on the field, upgrading the professional aptitude of academic administrators of Teacher Training Colleges, and Divisional Inspectors of Primary education through seminars comprising plenary sessions on selected themes for in service training.

In an effort to provide quality (primary) education to Cameroonians, the government through the Ministry of National Education has modified teaching methods and approaches to meet the changing time. The traditional teacher centre approach of teaching where the child is considered a tabula rasa, has given way to the New Pedagogic Approach (NPA) where the child is at the centre of the teaching and learning process and acquires knowledge through inferential thinking. These modifications continue with the advent of the Competence Based Approach (CBA) where knowledge is acquired through real life situation thanks to the use of concrete examples in the classroom.

With the advent of these new approaches, where the child is at the centre of the teaching /learning process, the government with the help of the African Development Bank in the project 2 with an aim to reduce repeating rate embarks on the policy of automatic promotion and compensatory or remedial education. It entails the teachers to give remediation lessons to weak students or slow learners and automatically promote them to the next class within a given level. This reform influences the division of the primary classes into 3 levels which are as follows; Class 1&2 -- Level 1, Class 3&4 -- Level 2, Class 5&6 --Level 3. The content of learning are shared essentially in the ensemble of their

disciplines presented by their individual general and specific objectives, competences and precise teaching methodology.

English cuts across all other subjects because of its role and importance in international communication. It is also described as a business and office language used across the multicultural and multi lingual context of Cameroon. The advent of ICT has helped to boost its inevitable importance.

The mastery of English by primary school pupils enables them to grasp with ease all the other subjects of the curriculum as in The National Syllabus for English Speaking Primary Schools (NSESPPS 2000). English Language apart from being inter disciplinary, caters for the three main domain of learning which are cognitive, psychomotor and affective. This entails a primary school pupil has to acquire a good command of English at the four levels (listening, speaking, reading, and writing).

Our study is focused on reading which is known for its indispensable importance to schooling. It cuts across all other school subjects and facilitates the acquisition of knowledge in and out of school. The ultimate goal of reading is to bring out meaning. It goes beyond decoding symbols and involves understanding. Thus, if we agree that reading goes beyond pronunciation to deriving meaning, as presented by Leu & Kinzer (1987), then it is the reading process that must be taught. The National Reading Panel (2000:4-5) states that “comprehension is a complex process...often viewed as the very essence of reading: Reading comprehension is an intentional thinking during which meaning is constructed through interaction between the text and the reader...”.Comprehension therefore must be taught throughout the reading curriculum

It is against this background that this study sets out to investigate and analyse the organizational strategies used by the primary school teachers in teaching Reading Comprehension and how they impact the pupils reading comprehension ability. For it is but normal that we work hard to achieve quality education in order to emerge the horizon 2035.

## **1.2 STATEMENT OF THE PROBLEM**

The government of Cameroon has as its top priority the education of the nation. According to Law n° 98/004 of April 14 1998, the general purpose of education shall be to train children for their intellectual... development and their smooth integration in the

society. The teacher shall be the principal guarantor of quality of education (Section 2.1, 4, and 31). In this regards, the president of the republic on his address to the youths on the eve of 11<sup>th</sup> February 2000 declared primary education in Cameroon “Obligatory” and “free”, enhancing the EFA goal of universal education and (1996) Obligatory Primary Education in Cameroon. Drawn as a quick response to the (1998) law, The National syllabuses for English Speaking Primary school in Cameroon has as one of its main goals; to train pupils to be able to read and understand authentic documents after six years of primary school.

Despite the above mentioned government effort to provide quality primary education, there is still slow growth in the domain of reading which according to Jr and kinzer (1987), more than everything else, it cuts across all the subject areas.

About 40% of class 5 and 6 (level 3) pupils are not able to read and comprehend text prepared for their level. Many others within this group cannot read all, or part of a sentence. Thus, confirming EFA Global monitoring report that 1 student out of 3 in the low and middle income African Countries who have completed primary school are not able to read all or part of a sentence. Finding out from some teachers why they think children are not able to read even after they have graduated from primary school, many teachers lament about the fact that the teachers have a burden of teaching the entire subject in the primary school curriculum, many others complain that their academic background permits them to teach only the science subject adequately, while others shift the blame to the pupil’s linguistic background (EFL learners in ESL classrooms). Without rejecting the teachers’ opinions, we can hypothesize that pupils’ low reading and comprehension ability is as a result of the teachers’ poor organization of reading comprehension instruction.

Without the teachers’ effective organizational strategies or preparation of reading comprehension instruction, the existing vices are likely to continue and retard the achievement of quality education that might consequently hold back Cameroon from emerging the horizon 2035.

Need therefore arises to investigate the primary school teachers organizational strategies used in teaching reading comprehension and how they can impact the pupils reading comprehension ability.

## **1.3 RESEARCH QUESTION**

### **1.3.1 General research Question**

What relationship exists between the teachers' organizational strategies in teaching Reading Comprehension and the pupils reading comprehension ability?

### **1.3.2 Specific Research Question**

- ❖ What effects do didactic transposition (quality lesson planning and preparation) and the mobilization of quality didactic materials before instructions have on pupils reading comprehension ability?
- ❖ To what extent do the classroom organization, quality interaction and engagement of pupils during the didactic situation influence pupils reading comprehension ability?
- ❖ In what ways do quality evaluation and integration during instruction influence pupils reading comprehension ability?

## **1.4 RESEARCH OBJECTIVE**

A research objective is a clear, concise, declarative statement which provides directions to investigate the variable. Generally, research objectives focus on the way to measure the variables such as identify and describe them.

### **1.4.1- General Research Objectives**

General research objectives are broad goals to be achieved by the end of the study. It states what the researcher expects to achieve by the study in general terms.

Stake holders of education have dared to work towards the improvement of the primary school teachers' method of teaching reading. Much emphasis is laid on the teaching of phonics and sounds and word building and sometimes spellings with the aim of training pupils to be able to read and write, and also be able to integrate themselves in the ever changing society. The literature reveals however that little is done about the teaching of reading comprehensions especially with respect to the teacher's organizational strategies used in teaching it.

Our study has as its main objective to investigate and analyse primary school teachers' organizational strategies used in teaching Reading Comprehension and how they impact the pupils' reading comprehension ability.

### **1.4.2 - Specific Research Objective**

Specific research objective is short term and narrow in focus. They can be looked at as small logical connected part broken from the General Objective. Our study has three specific objectives.

- ❖ To identify and describe the key factors of what teachers know, understand and do in terms of organizations of effective reading comprehension instruction
- ❖ To assess the teachers classroom organization, engagement and interaction of pupils (teaching strategies) during the didactic situation of reading comprehension
- ❖ To assess the teachers' R.C. evaluation strategies, and test the pupils reading comprehension ability.

## **1.5 - SIGNIFICANCE OF THE STUDY**

### **To the society:**

The findings of this study will go a long way to the benefit of the society considering that reading comprehension is an essential component of lifelong learning and that reading itself is a fundamental skill necessary to ensure full participation in today's global society. The ability to read profoundly impacts the level of academic economic and social success attained. With the advent of new Information Technology, Reading Comprehension plays an important role of today's ICT (Leu and Kinzer 1987, p. 7).

### **The educational stake holders**

Any innovation in classroom practice, from the adoption of a new strategy, textbook, approach or method has to be accommodated within the teachers own framework of teaching principles. Greater awareness of each framework across a number of teachers within a particular situation can inform curriculum policy that may be plausible in that situation.

### **To The Teachers**

This study facilitates the recognition and investigation of teachers conception (ideas and action used in the organization of teaching) and their role in shaping what goes on in the reading comprehension classroom as a useful step in teachers professional development.

### **To the pupils**

Innovations made on teachers organizational behaviour that will include the planning of lesson and preparation of didactic materials before reading comprehension instruction improvement on their management and organization of classroom during the didactic process, will play a significant role not only in helping to improve the student reading comprehension ability, but also success in their academic and most especially enable them integrate themselves into the ever-changing society

### **To the school administrators;**

School administrators will be guided on what should be emphasized by teachers in the school curriculum, the follow up or monitoring of their organizational behaviours in terms of preparation and management to improve the pupils reading comprehension ability

### **To the Didacticians**

The recommended approach of this study will help orient didacticians of English and reading comprehension towards organizational behaviours before and during instruction or didactic situation

### **To The researcher**

Finally our study will be of great significant to the researcher of reading (English) didactics who will have the opportunity to continue this investigation at the level of first cycle secondary school giving that many students still fail EL at the O Level GCE

It is fair then, to say that both from the academic and social perspective research on Reading Comprehension and organizational strategies used by teachers have always been an important practice.



## **1.6 DELIMITATION SCOPE OF THE STUDY**

### **1.6.1 Theoretical Delimitation**

The researcher is working in the domain of Education, specifically English Didactics. Our study focuses on the teaching of reading comprehension in primary schools. The study seeks to investigate and analyse the teachers' organizational strategies in teaching reading comprehension and how they impact on the pupils' reading comprehension ability.

### **1.6.2 Spacio -Temporal Delimitation**

This research is carried out in the Yaounde VI Sub Division in Mfoundi Division of The Centre Region of Cameroon. The research was carried out within the period of ten months. That is, during the academic year 2016\2017 ranging from September to June.

## **CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

In this chapter, we are going to review certain concepts related to our topic of study. This will permit us to justify the objective, question, or problem of our research. To arrive at the target, we are going to discuss the following five points;

- ❖ Definition of key terms
- ❖ Conceptual framework
- ❖ The review of literature
- ❖ Formulation of hypothesis
- ❖ The definition of variables

### **2.2 DEFINITION OF KEY TERMS**

In the desire to better understand our topic, we will give a deeper look at some key terms to which we will constantly use in the study.

#### **2.2.1 Reading/Comprehension**

According to J. Leu & Kinzer (1987 P6, P8), definitions of reading are personal depending on how one reads and how reading ability develops. According to them, your view of reading, the factors involved, their relative importance, and how reading takes place and develops, has a direct and major impact on how you teach reading. This leads us to some different and complex definitions of reading.

According to the literacy dictionary, Haris and Hodges (1995), the term reading has been used for many years in a narrow sense to refer to a set of print-based decoding and thinking skills necessary to understand a text.

Leu and Kinzer (1987, P9), states a narrow definition of reading as “getting meaning from print.” This definition according to the authors, is too simplified and do not adequately present the complexity of the process nor do they represent the interaction factors which entered into the reading act. They also think that arriving at meaning is considered the goal of reading. Thus, viewing reading in a broad sense, they define reading as a developmental, interactive, linguistic knowledge, and can both be positively and negatively influenced by non-linguistic internal and external variables.

In investigating the causes of poor reading comprehension amongst pupils in Nigeria, Adenji and Omale (2010), state that “reading is the recognition of printed or written symbols, which serves as a stimulus for the recall of meaning build up through the readers past experience. It is also looked at as a process of translating alphabetic symbols into a form of language from which native speakers have already derived meaning (2010.P.2).

“Meaning” is mentioned in all the above definitions of reading. It therefore means that the very essence of reading is to attain meaning (comprehension). To get meaning, one has to think in order to understand or comprehend reading text. This means without comprehension, reading will not make sense.

Ephraim (2009) citing Cooper (2000, P9) clearly depicts comprehension as a process by which the reader constructs or assigns meaning in the text. The main point of comprehension is to make meaning of a text in a way that is understandable and relatable to the reader. Reading comprehension therefore according to Ephraim “is based on the reader’s interaction with the text and assigning meaning to the topic presented in a material as well as the text, clarifying and communicating ideas to the reader. Prior knowledge plays an important role in the student ability to comprehend a text”.

If we agree with Leu and Kinzer (1987), that all definitions of reading are personal, based on one’s view on how reading ability develops, then for the purpose of this study, reading and reading comprehension are intertwined and can be defined as “a developmental, interactive, organizational and reflexive actions where by printed symbols are translated into meaning through the help of the readers background knowledge which include socio-linguistic and socio-cultural background. This can be achieved in an environment filled with organized materials that reflect one’s mind in a real world. Our definition affirms the idea presented by Leu & Kinzer (1987) and Ephraim (2009) that, comprehension is the very essence of reading and has to be taught.

### ***Comprehension Ability***

Ability according to Cambridge Advanced Learners Dictionary fourth Edition by Colin MCIntorch (2013) “is the physical and mental power or skill needed to do something”. If comprehension has to do with the ability to understand, reading comprehension ability in this case can be defined as the physical and mental power or skill needed to read and understand texts completely.

To Tizon, N. Merrylyene (2013), RC ability is the ability of readers to understand what they are reading, interpret ideas, and inject meaning to printed words. When learners are able to read comprehensively and can come up with new interpretations by making analyses syntheses on the given data.

For the purpose of this study, R.C Ability can be defined as the ability of a reader to link his/her social, linguistic and cultural background knowledge through inferential reasoning in order to read and understand given data in an organised manner, connecting ideas without omission. The reader should be able to make predictions of text, visualises, asks and answer questions, retell and summarises information, and connect text to real life experience or situations.

### **2.2.2 Organizational strategies**

According to the fourth edition of the Cambridge Advanced Learner's Dictionary, "organizational", the adjective for the verb "organize" is the way in which something is done or arranged. According to Leu & Kinzer (1987), the key factor in organization is being prepared.

The Dictionary also defines strategy as a detail plan for achieving success in a situation such as ... or skill to plan for such situation. Tchombe (1997) looks at strategy in the light of teaching and defines it as the general plan for a lesson or lessons. In other words the general procedure through which a lesson is taught. Strategies according to TESOL Module... (2003-2014), are actual activities or techniques which the teacher selects to achieve learning goals. The selection of these strategies depends on method and is in accordance with the theoretical issues of approach.

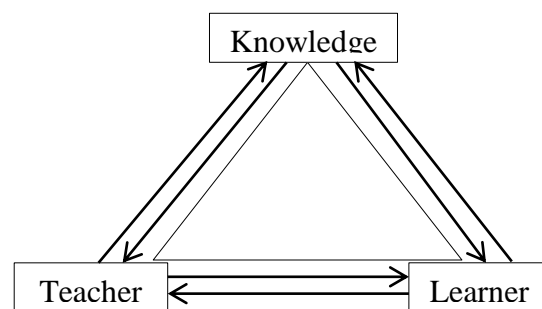
For the purpose of the present study, Organizational Strategies can be defined as the procedure or the way in which teachers put their sources and resources together for effective teaching of RC. Organization is looked at from the view of planning and preparation (before instruction), classroom organization (during instruction), and the quality of evaluation.

### **2.2.3 Didactic/ Didactic Relation**

According to Cambridge Advanced Learners Dictionary, Didactic "teach" is a science of instruction. It has to do with the general techniques, methods, procedures, used to teach.

In literature, many authors try to give different definitions. To Vergnaud, didactic “teaching” is the different techniques used in the transmission of knowledge by the teacher and different ways of acquisition of knowledge by the learner. He argued that didactic is not considered as a science until it is linked to a particular course or subject. That is, the subject didactics. The didactics of a particular discipline (subject didactics) is the science that studies for a particular domain, the teaching phenomena, the condition of transmission of culture peculiar to an institution and the acquisition condition of knowledge by the learner. In other words, didactics investigates and develops the aims, content matter, and working practices of the teaching process Kansanen (2009). To him three main actors are concerned in didactics as presented below.

**Figure 1: Didactic Relation**



**Source:** Kansanen (2009)

Didactic, usually referred to as the science of teaching, is often divided into normative and descriptive. Ulgens (1997) cited by Longfor (2014) suggested that as a normative study of teaching didactic relates both to giving teaching instruction drawn from the aims and goals of the curriculum. As a descriptive science of teaching, didactics refers to research on teaching. It should be noted however that descriptive didactic is not free from normative, which concerns the axiological issue beyond the scientific theory (Ulgens, 1997, P. 52). Didactics is also the science of teaching studying-learning process that is culturally and historically situated.

From his examination of literature, Longfor (2014), states that didactic is contextually linked to the society and those institutions, such as schools that have set specific aims and goals for education. The aims and goals in the curriculum regulate the degree of freedom to act in this context and define the student teacher interactions to become normative as argued by Kansanen (2002). However, an understanding of the learning context of the teaching-studying-learning process is critical as context mediates teachers’ cognitions and practice, which may lead to changes in their cognition or create tension between cognitions and classroom practices.

## **2.2.4 Classroom Management (Organization and Interaction)**

The glossary of education reforms (2014) defines classroom management as a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during class. When classroom management activities are executed effectively, teachers minimize the behaviour that impedes learning for both individual student and group of students while maximizing the behaviour that enhance learning. Generally speaking effective teachers tend to display strong classroom management skills.

We cannot talk of classroom management without talking of classroom organization which is intertwined. Organization is a component part of classroom management. Snow, Griffin, and Burns (2005) cited in effective reading instructive chapter1 (2001) defines classroom management as “the ability of a teacher to organise, direct, and supervise the classroom environment so that effective students level is made possible. According to this study, excellent classroom organization requires teachers to know and use complex sets of skills and strategies to accomplish tasks such as the following;

- ❖ Allocating classroom space for multiple users
- ❖ Supplying and arranging classroom materials
- ❖ Clearly communicating expectations and rules within a positive classroom climate
- ❖ Employing effective instructional classroom practices
- ❖ Effectively training students in classroom routines and procedures
- ❖ Establishing a predictable and familiar classroom schedule.

The way teachers organize and structure their classroom for the purpose of maximizing Students’ Corporation and engagement and minimizing disrupting behaviour.

Classroom organization according to Strong, Tucker, and Hindman (2017) citing, Education Review office (1998), focuses on the physical environment. Effective teachers organize a safe classroom environment.

For the purpose of this study, classroom organization and management are interactions carried out by the teacher for the purpose of effective classroom instruction (The case of reading comprehension for senior primary classes). These actions are looked in terms of teacher’s preparation before and during instruction which entails lesson planning, preparation of didactic materials;

- ❖ Organized sources and resources of content (classroom- documents, like scheme of workbook, lesson note book, class time table.....)
- ❖ Organized physical classroom environment (board arrangement, charts, reading corner, pupils sitting position, arrangement of desks and teachers table.....)
- ❖ Teacher's relationship with the students in terms of control of behaviours and respect of classroom rules
- ❖ Teacher's control of pupil's interaction during instruction and his or her way of interacting with pupil's in terms of scaffolding

## **2.3 CONCEPTUAL FRAMEWORK**

This section gives some detailed description of some concepts that guides our study and their implication to it. Most of them have just been defined under key terms (2.1) above.

### **2.3.1 The schema concept**

The schemata theory is used to discuss the concept of reading comprehension and its implication to the teacher during instruction. According to Adams and Collins cited in Sheridan (1981), its goal is to describe interaction between what is in the text, and how that information is shaped and stored by the mind of the reader. The underlying assumption is that meaning does not lie solely in the print itself, but interacts with the cognitive structure or schemata already present (framework for understanding new information). Thus the reader has cognitive structure schemata which constitute a cognitive structure filter through which one views the world and from which one predicts or makes inferences about what is read. Based on Goodman's (1971) psycholinguistic model of reading, that is the schema theory, Zhang (2010), defines a schema as "a structure in semantic memory that specifies the general or expected arrangement of a body of information. We comprehend a message in a text when we are able to call up the appropriate schema, fitting it into an interpretation which allows us to see the text in a certain way. What we store is the interpretation of the text which can then call up to make inference about author's purpose, and specific characters. Sheridan (1981) says generalized schemata allow us to learn or make sense of wide arrays of information or very abstract ideas, and these generalized schemata can be modified or adapted as we learn new information. This is similar to Piaget's concepts of assimilation and accommodation but for the fact that schema theory is limited to printed materials. In Piaget's definition, assimilation takes place when new knowledge is integrated into pre-existing knowledge base. Accommodation thus occurs when the

knowledge base or a schema is changed in order to fit new information. Sheridan (1981) states that, we can construct very specific schema to account to situations and events which occur frequently in our environment. This allows us to process this information faster and easier by helping us focus on a pattern of elements which occur both in the stored scheme and in the text. Barlet (1932), cited by Zhang (2010), argued that it is fitting to speak of every human cognitive reaction-perspective, imaging, remembering, thinking and reasoning as an effort after meaning. He argued that memory is active, constructive and schematically determined. Schemata are mental structure acquired through many experiences with an event or in routine by setting up their expectations from what usually does happened on particular occasions both typical and usual. Schemata are in turn continually modified by experience (Zhang 2010...). The basic idea of schemata theory is that of human memory. The above point can be elaborated using sub-heading of the following paragraphs

#### **A- Strengthen pupils' schemata and widen the pre-existing/Background knowledge**

In the Cameroonian context, a primary school class is made up of pupils with diverse cultural, social, and linguistic background. So, it is important to strengthen the teaching of cultural background knowledge in the teaching of Reading Comprehension, giving the fact that language, according to Zhang (2010), is the carrier of cultures. Because of the different views of traditions and norms, teachers have to equip the pupils with related background knowledge on different cultures to achieve good comprehension on a given reading material. While we deplore the teacher who instruct pupils to read aloud after him/her and memorizes materials to answer questions for examinations purpose especially, the importance of motivating and building interest as well as assessing the knowledge and experience of the pupils before having them read is more important in the light of the schema theory. A primary school teacher teaching reading comprehension needs to determine whether the pupils have the general background knowledge or experience to understand what they are reading as well as how to use it in the real life situation. For the remedial pupils with the background knowledge and experience in reading, relationship or similarities to various real life situations need to be drawn. This also help the teacher to teach reading comprehension using the New Pedagogic Approach (NPA) and the Competence Based Approach (CBA) which make children inferential thinkers who learn through real life situation. That is background knowledge interact with conceptual abilities



and process strategies, more, or less successfully to produce comprehension (Sheridan 1981, Zhang 2010). As Kant observed long ago in 1781, that background knowledge plays a role in (reading) comprehension, so that new information, new concepts, and new ideas only have meaning when they can be related to something the individual already knows, the schema theory proves Kant's original observation to be true. Schemata also serve as the basis for making inference or reading between the lines and for making predictions based on observation of only a part of the input. It also serves as the vehicles for searching memory.

### **The implication of schemata theory to the teacher of reading comprehension**

Based on the above analysis, didactic action of reading comprehension that are grounded by the schemata theory, can improve the pupils reading comprehension ability, and reading, in turn, can help readers build new and correct schemata. What a good teacher should do is to help pupils facilitate reading comprehension by making use of the schemata. The theory has placed new emphasis on various parts of the teaching process, particularly the importance of using pre-existing (background) knowledge of the reader (pupil), setting purpose for reading, and asking appropriate questions before and after reading. The teacher's personal didactic strategies, especially with respect to his/her teaching techniques which could be questioning, discussion and motivation, can help in the improvement of the pupil's reading comprehension ability. Proper organizational strategies in terms of lesson planning will enable the teacher attain his teaching objective. (All of these depend on the teacher's proper organization of his lesson).

#### **B- The Ability to Make Predictions and Association to Reading Materials**

Making prediction means to build a psychological schema based on the information of the reading material (Zhang 2010). The establishment of the prediction making schemata depends on what has been stored in the brain such as semantics, syntax, word meaning and the clues hidden in the reading material. According to the Texas Education Agency (TRA) comprehension instruction 2002, a good reader connects the meaning of one sentence to the meaning of another.... They use their background knowledge to try to clarify their meaning of words and phrases. Sometimes good readers interact with the text by asking themselves questions about its content and reflecting on its ideas. They are adept at using their background knowledge to make predictions about what might happen next and to

understand ideas as they encounter them. Good readers continuously evaluate their predictions and revise them as needed. (P.9)

Making prediction therefore in the primary school context; the teacher needs to ask questions from the pupils about the “title” of the text. The title of the text may trigger memories of text with similar contexts allowing them to predict the content of new text.

Predictions may also be triggered by visual images in both narrative and expository text. The pupils make predictions of the text from what they know about the pictures that accompany the text. In some cases the teachers can also ask the pupils to make predictions about the text content. In the teaching of Reading Comprehension, teachers should guide students to broaden their thinking and inspire them to make predictions from seemingly irrelevant information and extract related information from the brain so that students can gradually enhance their self-awareness of making prediction and associations.

### **C- Activates Pupils Existing Schema and Helps Create the New Content Schema**

According to schema theory, the new input information, decoding and encoding are all dependent on the existent schema. The input information must be matched with the schema to complete the process of information processing. For many pupils, reading is a passive process and they just passively absorb the information. In order to improve reading efficiency and quality, teachers should develop pupils’ cultural sensitivity and activate pupils existing schema through organization of class discussion on the subject of reading material.

Teachers are advised to make careful selection of reading materials so that pupils can achieve the effective accumulation of knowledge and therefore enrich their own content schema. This also brings to the concept known as “Didactic Transposition” which has to do with the teacher’s selection of knowledge from the curriculum through the scheme to the text book (reader). That is from the source to the resource.

### **2.3.2 Didactics**

The concept of didactic and didactic actions will be discussed in this study within the framework of didactic Engineering model.

### **2.32.1 Historical Approach**

With regards to the historical approach by authors, Didactic Engineering was born in the 80s around the didactics of mathematics in the classroom and also professional didactic at work places. Some leading figures in this domain as highlighted by Matyr O. (2015), were; Gerald Vergnaud, Pierre Pastre - Professional didactic, Yves Chevallard - Anthropology of knowledge , Guy Brousseau - theory of didactic situation in mathematics. Some key concept in didactic Engineering include; transposition of knowledge, epistemological obstacle and a didactic situation, didactic contract (Artique 1990, Orange 2010, Matyr O 2015).

The aim of didactic Engineering as stated by Artique (1990) is geared towards the relationship between research in didactics and their impact on the teaching system, the role of classroom situation in methods of didactics. The Etymology of the concept “engineering” according to Matyr O (2015) aims at didactic which is synonymous to teaching. It constitutes teachings or unit of knowledge that are transmitted as classroom lessons or work place professional didactic for purpose of transmitting trade. For better understanding, we would elaborate briefly on the key concept of didactic Engineering and their implication to our study topic.

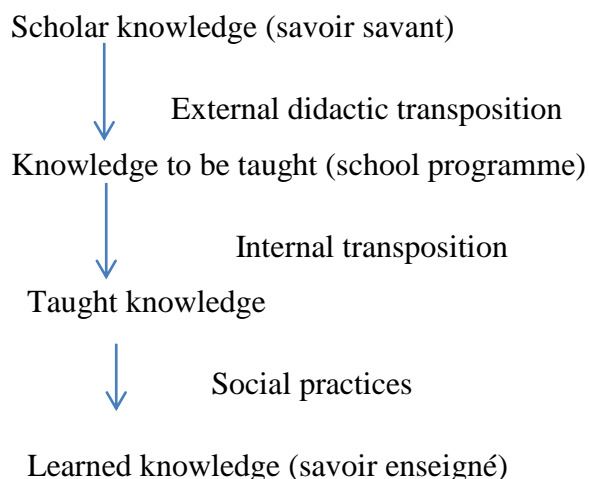
### **2.3.2.2 Didactic transposition**

Teaching is the result of didactic treatment that respects precise constraints, so didactics preoccupies knowledge as an object of teaching and learning. According to Reuter et all (2013), knowledge constitute formally constructed depersonalized level of knowledges. It is therefore the result of concepts, theories, models, procedures, of a discipline (subject). That’s why we talk of knowledges (in plural) in didactics. Didactic transposition has as object to describe and explain the phenomena of transformation of knowledge from its production to its teaching. It allows the distinction between academic knowledge produced and knowledge to be taught by the educational system, knowledge taught by professors and finally knowledge learned by students. The knowledges are categorized by Yves Chevallard as follows;

Scholar knowledge: That is knowledge found in encyclopaedia, thesis and scientific articles. They can also be looked at as raw knowledge or science knowledge.

Knowledge to be taught: These are knowledge found in school manuals like the schemes of work, text books etc. resulting from scholar knowledge. Products of external transposition or modification shown below;

**Figure 2: Didactic Transposition Process**



**Source:** Yves Chevalard (1991)

According to him the scholar knowledge does not undergo transformation and goes straight to the classroom. They are instead used as social practical references. In a more simple term, the didactic transposition is the process through which knowledge is transformed by the teacher (from the scholar or scientific knowledge) before transmitting to the learner. That is the decomposition, depersonalisation and development of detailed teaching process of sequential knowledge by the teacher. It can take place during the preparation of the lesson by the breaking down of the curricular/syllabuses, to the scheme of work, and splitting to teachable units in the lesson plan and more specific unit in the lesson notes.

The relevance of the concept of didactic transposition of our study is that, the primary school teacher needs to be able to select teaching contents from the national syllabuses with their different general objectives, and decompose them into smaller units which s/he brings to the school scheme of work from where s/he could be preparing his / her lesson notes, with the help of other didactic manuals like the text books. The objectives of reading comprehension in the case of this study, becomes more specific. In organizing and planning his/her reading comprehension lesson, the teacher defines his specific objectives of reading comprehension of that particular lesson. He also has to state the expected outcomes or competences of a given group of lessons within a given sequence of study.

### **2.3.2.2 Epistemological obstacle**

It is the difficulty that a learner painfully comes across to get knowledge. The nature of the obstacle needs the teacher's precise competences to overcome. Obstacle may occur when the knowledge is not well organized and made scientific by the teacher to facilitate learning. A reading teacher has to plan his lessons making his/her objective clear to the learner, bring down his language to the level of the pupils and contextualize the reading content to the pupils social and cultural background. The teachers should be able to select manuals that will be suitable for the pupil's level, age and their learning style. Teachers' methods and strategies must respect the norms of teaching and the Cameroonian protocol (blend of New Pedagogic Approach and the Competent Based Approach). The teacher should also be able to define his/her means of evaluation. All of these should be spacio-temporal.

### **2.3.2.4 Didactic contract**

Brousseau (1986) explains that didactic contract justifies a certain necessary capacity in the didactic system that links the students' knowledge to the teacher's. Didactic contract occurs during a didactic sequence. That is, it takes place in the course of teaching and learning (through questions and answer, discussion and persuasion motivation). In other word, it can be regarded as a didactic relation between the teacher and the learner, what each of them has as a responsibility towards the other. This can be what the learner expects from the teacher and what the teacher expects from the learner.

The relevance of this concept to our study is that a reading comprehension lesson is supposed to be interactive before reading, during reading and after reading. The teacher needs to engage the student fully in the didactic activities by asking questions, giving instructions and discussing the reading content with the learners. The learner/pupil on the other hand, has to answer and ask questions, follow instructions given by the teacher. When faced with obstacles, the teachers need to revise his/her teaching strategies. The significance of this concept is found only in the classroom.

### **2.3.2.5 Didactic situation**

Didactic situation consist in modelling a teaching environment. That is, we talk of didactic situation each time we can characterise an intention of teaching or transmission of

knowledge from the teacher to the student within an institution or a classroom. This means, didactic situation is related to the environment created by the teacher so that learning takes place effectively and learner are able to solve problem and acquire knowledge. According to Guy Brousseau (1990:320), didactic situation like didactic representation, is a theoretical construction. Didactic situation is for the observer a model environment in which she puts the game situation of action of learning or teaching for the pupil, the follow up of teaching environment for the teaching. A didactic situation is characterised by a school milieu and contains the subjective intention of the learner.

A situation can also be ad didactical When the teaching intention is hidden from the learner and he/she has to build his own knowledge, trying to get situations to given problems/tasks. On the other hand work with peers in small groups. Brousseau (1990:.P.315) in theory situation.

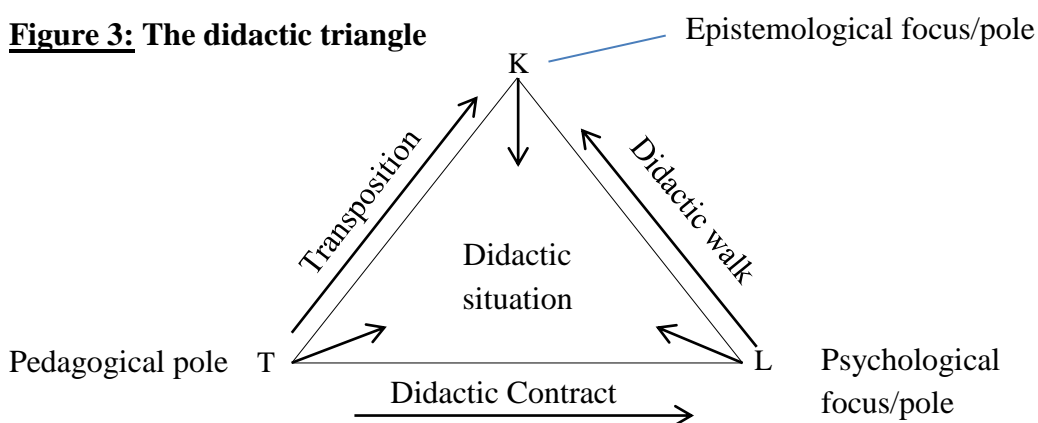
The relevance of this concept in our study lies on the fact that a reading lesson takes place in a classroom situation. It has to do with the mobilization of the reading materials, or other didactic materials, the organization of the classroom environment, that is making it comfortable for teaching and learning reading. It has to do with the sitting position of the pupils vis-à-vis the teacher. It is not just the matter of reading the passage and answering question in the work book.

An adidactic situation in our context can be seen during and after reading when the pupils are left to work on their own or in their small groups to discuss or find solutions to some problems of a given text content depending on the task given them by the teacher. All teaching/learning situations set up by a school through a teacher must have relatively delimited goals. Pupils can also learn through social interaction. That is why programmes in other word called schemes consist of carefully chosen teaching knowledge in the light of epistemology of the discipline and the psychology of learning and development. The schemes must have clearly defined objectives of contents and outcome. For the purpose of educating the pupils, the teachers need to decompose the scientific knowledge that can be found in the curriculum and compose a scheme that is broken down to the level of the pupils and their social context. All teaching and learning situation set up by the school is done through the teacher who stands as a mediator between the knowledge (content of learning) and the pupils. This leads us to the concept of didactic relation or educative relation.

### 2.3.2.6 Didactic Triangle

It is a schematic representation of the didactic system (designed by Develay and Astolfi,) that appears in mediation of knowledge between the teacher and the learner and the productive interactions formed between the poles (knowledge, teacher, and learner). The didactic triangle tries to precise the objective of didactics and its singularity. It represents the relationship between the teacher and knowledge, the teacher and the learner, and the learner and knowledge.

**Figure 3: The didactic triangle**



**Source:** Develay and Astolfi

### 2.3.4 Constructivism as a Theory of Active Learning

The basic claim of constructivism is that people learn by using what they know to construct new understanding. That is, all learning involves transfer that is based on previous experience and prior knowledge (how people learn P.68, 238)

Therefore, when teaching any idea or skill, the teacher should try to understand the previous experiences and prior knowledge of the pupils, and build on this foundation.

According to David Ausabel, the most important single factor influencing learning is what the learner already knows. Jerome Burner, a constructivist on the other hand advocates the discovery based instruction in which teachers provide situations that let students discover ideas themselves with the active dialogue of the teacher.

With regard to our study topic, which examines the pupils reading comprehension ability through the teacher's organization of instruction (lesson), we agree with the constructivist' point of view that, one factor influencing learning is what the child already knows which according to Ausabel's meaningful reception learning, is promoted by the teacher's skilful organized explanation based instruction. In order to stimulate the pupil's comprehension of

a given text, the teacher set a stage for discussion on the children's past experience to enlarge their horizon on the given text depending on his/her objective. However, meaningful reception learning that is based on organized explanation based teaching depends also on active cognition and well-designed explanation (based on what pupils know). The teacher organizes his lesson to actively engage the pupils so that they can skilfully apply their prior knowledge to the new lesson or the understanding of the text in our case. The teacher therefore avoids rote memorization.

Burner's discovery learning in our context encourages the teacher's use of well-designed or good quality didactic materials like pictures from where the pupils discover content items through observation and are able to predict the content in the reading text. Pupils' vocabulary and reading skills improve as they fluently read and understand words which they just found on the picture and discuss with the teacher. This improves not only the pupils' comprehension, but also their reading fluency and vocabulary.

Activities are the foundation of discovery based instruction in which students construct their own knowledge while doing activities –before, during and after instruction. Activities can also be used in explanatory based instruction before reading by re-enforcement, and some times during instruction if the teacher decides to use go and stop style that alternate between explanation and activities.

Activities for thinking learning can be done orally, on paper or on computer. Pupils can be assigned to do activities, individually and/or in groups. This brings us to the concept of interactive engagement.

Learning is an active process that requires thinking. When you learn by reading, for example, your thinking converts symbols on the page into idea in your mind. Every time you learn a new idea, you are actively constructing your own mental representation of the idea in a personal meaningful form. And your new idea interacts with your old idea, as you try to combine the new and the old into coherent system of idea. Virginia Voeks, in her book on "Becoming an Educated Person", as cited by Craig (2007) uses the theme "the process of active reading" to explain how to learn more and enjoy more when reading. Some of the most effective teaching methods are designed to stimulate thinking, to replace boring passivity with exciting activity. For example class group members can have pro and con debate about an idea in a given text they are reading. This activity encourages the mental active reading that is recommended by Voeks. Teachers are therefore advised to



organize the reading comprehension lesson in such a way that the pupils should be actively engaged before, reading and after reading to enable them construct knowledge that will enhance their understanding of the text, obtaining the teachers outcome or objective of reading.

A well planned and organized Reading Comprehension lesson will give room for social interaction amongst the pupils, through group work on task given by the teacher to different group either during or after reading. The teacher's expertise in organization and planning is seen at the level of the transposition of knowledge and teaching strategies. Getting children engaged before reading through the questioning and discussion technique. It is also basically for the teacher to guide the pupils in their small groups individually before and during reading.

### **2.3.5 Vygotsky Concept of Social Development**

Lev. Vygotsky agrees with the cognitive development theory of Jean Piaget, but rejects the assumption that it was possible to separate learning from its social context. He argues that all learning functions originates in and must therefore be explained as product of social interaction and that learning was not simply the accumulation and accommodation of new knowledge by the learners. Lev Vygotsky focuses on the percept that social interaction precedes development and that consciousness and cognition is the end product of socialization and social behaviour. Vygotsky believes that young children are curious and are actively involved in their own learning and the discovery and development of new understanding. Schema places more emphases on social contribution to the process of development indicating that learning takes place through socialization. Vygotsky's theory of social development is guided by the principles of "more knowledgeable other (MKO)" and the "zone of proximate development (ZPD). The MKO refers to someone who has more understanding or a higher ability than the learner with respect to particular task, processes, or concept" whether it is an adult, peer or electronic tutor. ZPD on the other hand is based on the difference between what the child can achieve independently and what the child can achieve with guidance and encouragement from a skilful partner and how they are able to apply that gained knowledge.

Vygotsky's percept states that cognitive processes (language, thought and reasoning) develop through social interaction. He strongly believes that social learning precedes development and that every function in the child's cultural development appears twice.

That is, inter-psychological (between people) and intra-psychological (within the child). This equally applies to voluntary attention, logical memory, and to the formation of concepts. All the higher functions originate as actual relationship between individuals.

The importance of Vygotsky's theory within the classroom is the scaffolding of prior knowledge and the focus on modelling. Students learn from the teacher's knowledge, expertise and examples. A well planned and organized reading comprehension lesson will give room for social interaction among the pupils through group work on given task by the teacher to different groups either before, during or after reading. This will enable the pupils to grasp ideas from peers to enhance inference and comprehension.

Good organizational strategies also entail a reinforcement of knowledge through mistakes. Mistakes show that the pupil is actually interacting with the world around him/her and trying out new ideas. Teachers should focus on the reading process as well as the results, taking note of the different ways through which reading has led to the improvement of comprehension ability.

The teacher's expertise in organization and planning is seen at the level of transposition of knowledge and teaching strategies. Getting students engaged before reading through the activation of prior knowledge can be achieved through the technique of "questioning" and discussion." It is also basically necessary for the teacher to guide the pupils in their small groups or individually before and during reading.

## **2.4 - LITERATURE REVIEW**

### **2.4.1 Literature based on the Relevance of Reading Comprehension**

In translating consistent research findings on Effective Reading Instruction for Elementary Grades and bringing the result of these findings to practice, Leu and Kinzer (1987), State that, reading ability to a large extent, influences one's life style. How well one reads is a key factor that determines employment opportunity. In addition, reading can help solve depression and boredom... Reading ability is a social, political, and economic issue in our society. It touches our personal and professional lives (P7). Theoretical and practical issues on reading comprehension shows that in school, reading more than any other thing cuts across every subject area (Leu & kinzer 1987, Adenji & Omale 2010). Not being able to read text books, do research in the library, or read the teacher's note on the board, directly affects the quality and amount of student learning. According to Leu & Kinzer (1987), the

major concern of all teachers is that, students learn to read. In their text *Effective Reading Instruction for Elementary Grades*, Leu & Kinzer, examines the importance of reading education creating a liaison to Reading Comprehension. According to the book, reading goes beyond decoding symbols and involves understanding... it goes beyond pronunciation to driving meaning. The ultimate goal of reading instruction is to enable children to understand what they read (P9). In-depth study of good readers reveals that, they read with purpose and think actively as they read. Good readers engage in complex process of activating previous experiences and knowledge, as they read and apply their knowledge of vocabulary and language and using various reading strategies to make sense of the text ( Leu & Kinzer 1987, Ephraim 2009, N R P 2009). The above assumption leads to the thinking that it is the process of reading that should be taught: Teaching reading may be thought of as teaching thinking because the process of reading is active and internal. When reading, one must organize information, recognizes cause and effect of what is being read and fit the material being read into ones belief and knowledge base. According to UNESCO Joint Initiative of Primary Education Section Module: *Teaching Reading in Primary School - UNESCO Module (2004)*, primary education is the basic education which aims at preparing children to attain the competence needed to advance further in making a worthwhile contribution to the society which is constantly undergoing changes... Central to the success of teaching and learning process is the level of attainment by children in the area of Reading. Unfortunately, according to the empirical literature, this has created a cause for concern in many societies as the high rate of illiteracy continues to adversely affect the progress of the technical advancing world... (NRP: Report on RC, Durkin (1993), UNESCO - Institute of Statistics, EFA National Education Profile (2014). Since reading forms the basics of the other area of learning, it is necessary to ensure that the children of primary school attain proficiency in reading. In investigating the cause of poor reading comprehension of primary school pupils in Oyo state Nigeria, Adenji & omale (2010), re-iterates the importance of the reading skill at the primary school stating that, the ability to read is one determiner of students' success or failure. Students must form the habit of reading to perform well in all subjects. According to this article, the skills acquired in reading can promote the acquisition of other language skills like listening, speaking, and writing. Adenji's (2010) investigation result which was essentially carried with a questionnaire comes out with the research finding that, reading is indispensable to primary school pupils. The findings reveal that appropriate reading materials, a conducive environment, and teachers with adequate educational qualification and good reading skills,

will help produce pupils who perform well in other subjects. According to the research findings, 80% of respondent felt that teachers play a greater role in improving pupils reading comprehension. In concluding, Adenji & Omale (2010) says reading is indispensable and recommends among other things that teacher must acknowledge the importance of reading skills and must plan an effective program of reading instruction with focus on promoting culture amongst pupils in their schools. The study did not however diagnose the pupils' ability and also failed to observe reading instruction as administered by the teacher to give a stronger base to its finding so as to make orientating proposals to teaching styles and learning strategies. That notwithstanding, the finding of teachers ties with one of our study hypothesis that effective planning (Didactic transposition) of reading comprehension instruction and a well-organized environment have an impact of pupils reading comprehension ability.

#### **2.4.2 Literature Based on the Role of the Teacher as an Engineer in a Didactic Situation**

Tchombe (1997:P40) says, teaching is the process of transmitting and imparting knowledge, skills, attitude, and values to pupils. It is a give and take interaction that requires constant attention. As mentioned in chapter one of this study, the teacher, as stated by law n°98/004 of April 1998 is the principal guarantor of the quality of education... Section (37.1), Section (39.1) states that teachers shall be bound to teach, educate, provide educational guidance, encourage the quest for scientific knowledge, carry out assessment and be of moral rectitude. The indispensable and the important role of the teacher as a guarantor of education cannot be left out of this study. The teacher is considered as the expert, the mediator, the engineer, the facilitator, guide, and the guarantor of education

Mac CLELLAN & SODEN (2003), Vergnaud (2001), law n°98/004 (1998), NSESPS (2000). These attributes given to the teacher can be seen through his/her organization strategies used in teaching.

##### **2.4.2.1 The Teacher and his Knowledge of Teaching Methods/Approach**

The indispensable and the important role of a teacher can be seen in his knowledge of teaching methods and strategies (pedagogic-didactic action). Teaching strategies and methods are studied under the basic tenet of a given approach. According to MINEDUC Education Project 2; (2001), the teaching approach adopted to be used by teachers in

Cameroon is the New Pedagogic Approach (NPA) and the Competent Based Approach (CBA). Revealed as a powerful means of improving quality of education and school outputs, NPA/NAP can be defined as a process which places the child at the centre of teaching and learning by appealing to his/her reasoning within the framework of classroom problem solving situation. It is a method based on the development of the child's inferential thinking. It recommends the use of teaching techniques/strategies that require exercises and thus the development of thinking at all levels. These techniques enable the child to pass from simple identification exercise of memorization, recalling and/or application to a higher level of intellectual activity. In this manner, he acquires the ability to criticize, make opinions, imagine, create and discover solution to more or less complex problems. Such problems will normally require him/her to use his thinking, memory, understanding, application, analysis and evaluation system faculties (MINEDUC; *ibid*, p 11). This process combined with Remedial or Compensatory Education and the CBA is believed will enhance efficiency in education system in Cameroon.

CBA (otherwise called Integration pedagogy) according to Fonkeng (2006), is teaching on the basis of competencies defined in advance with respect to existing programmes and requirement of general system of evaluation and certification. Broadly speaking, a competence is a manner of reacting efficiently and effectively in a complex situation using elements of knowledge Perrenoud (1997). It is a coordinated group of knowledge, know-how, and skill displayed in a given situation. The mastery of competence necessitates therefore the acquisition of these knowledge and know-how. In consequence, its integration consist of acquiring a group of knowledge from learning situation relying on problem solving activities as envisaged in NPA. The NSESPPS (2000), requires teachers to use participatory methods in teaching (e.g., *communicative method, eclectic method, integrated method, language experience approach, whole language method, look and say method...synthetic and analytic method...*) to enable the pupils acquire the language easily. Among others, teachers should use interdisciplinary methods to facilitate transfer of knowledge. All of these are done under the basic tenet of the NPA and the CBA recommended to be used in schools in Cameroon.

#### **2.4.2.2 The Teacher and His relationship to Knowledge**

In examining the teachers' knowledge and the learning theories in their article *Expertise, Expert Teachers and Experience*, Mac CLELLAN and SODEN (2003), view teachers as

experts in the promotion of learning. Expertise according to this study is the possession of an organized body of conceptual and procedural knowledge that can be both readily accessed and used with superior metacognitive skill. It is therefore reasonable for expert teachers to have acquired large integrated knowledge base which reflect deep understanding and which allow the effortless retrieval of pertinent information. The study indicates that the teacher needs three types of knowledge to teach.

- ❖ Content knowledge (subject matter to be taught)
- ❖ Pedagogical knowledge (knowledge on how to teach in general terms)
- ❖ Pedagogical content knowledge (how to teach that which is specific to what is being taught)

Pedagogic content knowledge includes knowledge on how to structure and represent academic content for teaching (didactic transposition), knowledge of common conception, micro conception and difficulties that learners may have when learning a particular content (lesson planning), and knowledge of specific strategies that can be used to address learners need on a particular classroom circumstance (classroom management). The study also reveals that pedagogic content knowledge guide teacher's action and reasoning in highly contextualized classroom setting without which teachers are unable to help learners learn when, where, and why they should use content knowledge. They also conclude that teachers should be knowledgeable about learning theories (that has to do with pedagogic implications with the teachers as experts and mediator). The researchers of this study used interview as their research instrument that was indicated by the role of teachers and learners, how learning takes place and the knowledge of learning and teaching. Thirteen post graduates, Master program students on teacher education participated to give the globalized findings.

The expertise of the teacher seen in his pedagogic-content knowledge enables the teacher of reading in the primary school context to be able to organize his/her lesson before instruction and taking into consideration the Reading Comprehension components which are *before, during and after reading* activities. By so doing, the teachers takes into consideration the lesson structure (building of dispositive), preparation of didactic materials, engagement of student before reading, groups, and interaction ties. The above study however is limited to the fact that the instrument was implemented to student teachers rather than those on the field.

Literature on the teachers' expertise can also be seen in the work of Vergnaud (2001, p. 273). According to Vergnaud (2001), all teaching and learning situation set up by the school is done through the teacher who stands as a mediator between the knowledge (*contents of learning*) and the pupils. This notion brings us again to the concept of didactic relation that has to do with the teacher's relationship to knowledge on one hand, and on the other hand his/her relationship with the pupils. The teacher's role as a mediator is summarized under five sub headings presented on five petals of the flower presented below. The first two petals represent the teacher's relationship with knowledge (subject knowledge and knowledge to be taught).

***Subject knowledge;*** It has to do with the teacher's mastery of his subject or domain. The programs or schemes as called by psycholinguists) must consist of carefully chosen teaching knowledge in the light of the epistemology of the subject and psychology of learning and development. The schemes must have clearly defined objectives and outcomes of contents.

***Knowledge to be taught (Content Knowledge);*** this is scientific knowledge contained in the curriculum and are broken down to form the schemes according to the learners context and level. The teacher's expertise is also seen in his/her ability to identify competences and outcomes from given contents that s/he transposed to smaller units with well-defined specific objectives.

***The Teachers Relationship with the Learners;*** the knowledge is chosen depending on the level of the pupils on whom the teacher expects to build a specific competence and outcome.

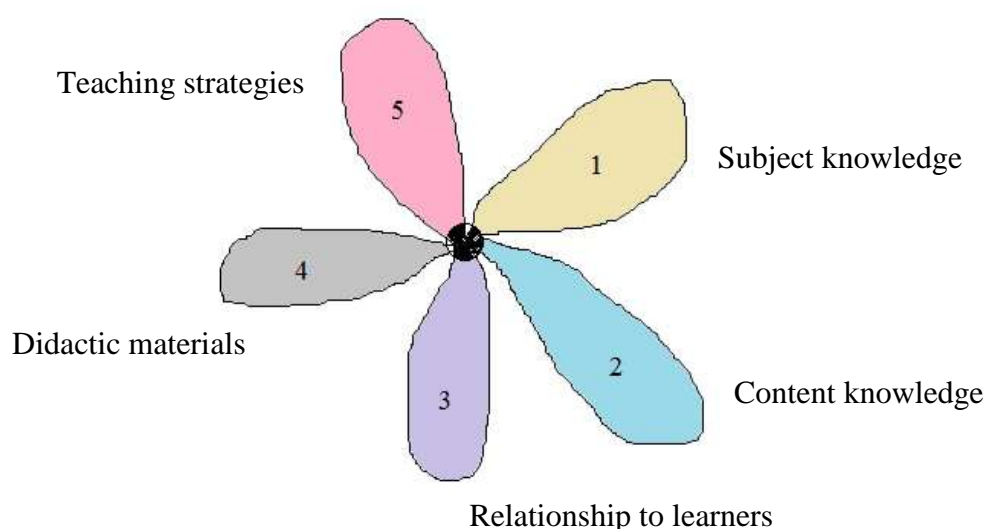
The first three points highlighted above are situated as the *source* of knowledge. That is the basic elements that the teacher uses to plan his lessons. After having the source of knowledge, didactics requires the teacher to know how this knowledge is transmitted to the learner. That's the technical and the strategic means that enables the teacher to make basic planning (that which Vergnaud calls *resource*). They include didactic materials and the teaching strategies.

***Didactic Materials;*** The teacher in the course of mobilizing knowledge to be taught has to select quality didactic materials that represent a real life situation found in the learning

content that will facilitate comprehension of knowledge to be taught. This also determines the quality of learning.

**Teaching Strategies, Method of Evaluation and Planning;** The teacher develops techniques or strategies to be used within a given lesson depending on the lesson objectives. These techniques are based on particular teaching methods which lie on the basic tenet of a recognized approach. All of these can be achieved only through serious planning by the construction of dispositive that has indications of evaluation strategies. Vergnaud summarizes the above on the flower below.

**Figure 4: Schematic representation of relationship to knowledge**



**Source:** Vergnaud, 2001

### 2.4.3 The role of the teacher in the transposition of knowledge

It has to do with the teacher's relationship with knowledge (didactic transposition). According to Reuter et al (2013), didactic transposition has to do with the teachers' relationship with knowledge (concepts, theories, models, procedures, attitude) that constitute a whole discipline. To Jr Leu & Kinzer (1987) one of the roles of an effective teacher is to select and modify practices that are consistent both with their perspective and the individual needs of the student. Thus, making teachers effective decision makers in their classroom by describing materials, method, approaches to reading instructions using the instructional framework. Instructional framework (1F) here consist of materials, method, and belief about reading that teachers use to guide their instructional decision. Their instructional decision includes; planning and the teaching. 1F on this note are three types, material, method, and comprehension framework.



MF: Based on the quality of didactic manual. A set of decisions emphasizing materials and lesson planning provided by published reading program (curricula).

MEF: Based on particular instructional method. That is procedural steps for one or more instructional method. It has to do with direct reading thinking activity. (Predicting, reading, and proving).

CF: Based on understanding of what we do when we read and how reading ability develops. Thus, the question how does one read and how does reading ability develop? This framework is not based on any specific methods or materials. The teacher must acquire a thorough understanding of method and materials. Their choices of materials and methods are deliberate reasoned decisions on the above questions.

The study brings out some importance of CF which can be used in any didactic \instructional situation.

- ❖ Provides a clear sense of decision or direction on when and how to modify instructional resources.
- ❖ It is frequently developed by teachers themselves.
- ❖ It offers more flexibility in instructional decisions.

Teachers can modify their framework if they are knowledgeable about their instructional goals. In describing the IF as an essential tool of a reading teacher, the study fails to discuss specific curriculum to be followed or be used by a teacher of reading at a given level, giving that all schools decompose from a recognized curricular drawn by the state for each level, taking into consideration the method of instruction, propose didactic materials, and specific competences to be acquired by the students. Also the different framework discussed above do not make mention on the type of classroom, for example in the case of classroom with students with diverse cultural and social background.

However, the frameworks are boosting tools for every reading teacher. Planning in terms of knowledge/program organization of instructional activities (management, interaction, and time) is contained in IF.

The reference guide based on the findings of an advised set out in The Report of the Expert Panel on Early Reading in Ontario (2003), contains information derived from research on instructional and assessment practices and supports that have proved to be effective in

improving students' achievement in reading. Chapter 13 of this guide examines teachers' planning and classroom organization. (P390), "The ability to read and write does not develop naturally without careful planning and instruction." Citing International Reading Association (1998 P, 6). The panel states that learning to read is a complex, multi-lingual processes in which students acquire a broad range of skills and knowledge. To ensure that all students learn this skill and become competent, confident reading teachers need to take time to plan an effective reading program. Effective instruction requires that planning, teaching, and assessing and evaluating be closely linked and interdependent (P.391). Planning starts from the teacher selecting curriculum expectations to form scheme logically. That is (didactic transposition) program planning. Planning also requires diagnosing the students' skill and knowledge and determining what they already know and what they need to know (diagnostic assessment). Program planning entails generating three kinds of plans: long-term, short-term, and daily/weekly plans:

***Long-term plans:*** They provide a general road map for the entire school year; it requires teachers to sort curriculum expectation according to the level difficulties.

***Short-term plan:*** They are generally for three to four weeks and may provide a framework for a unit of study. They build on long-term plans integrating curriculum expectations with specific instructional strategies and learning activities. Time lines are created, and method of, and tools of assessments and evaluations are developed.

***Daily/Weekly plans:*** They describe the literacy activities that will occur over the course of the week or during a single day. They build on short-term plans, specifying the approaches and activities chosen to meet instructional goals. Students are the focus of all planning.

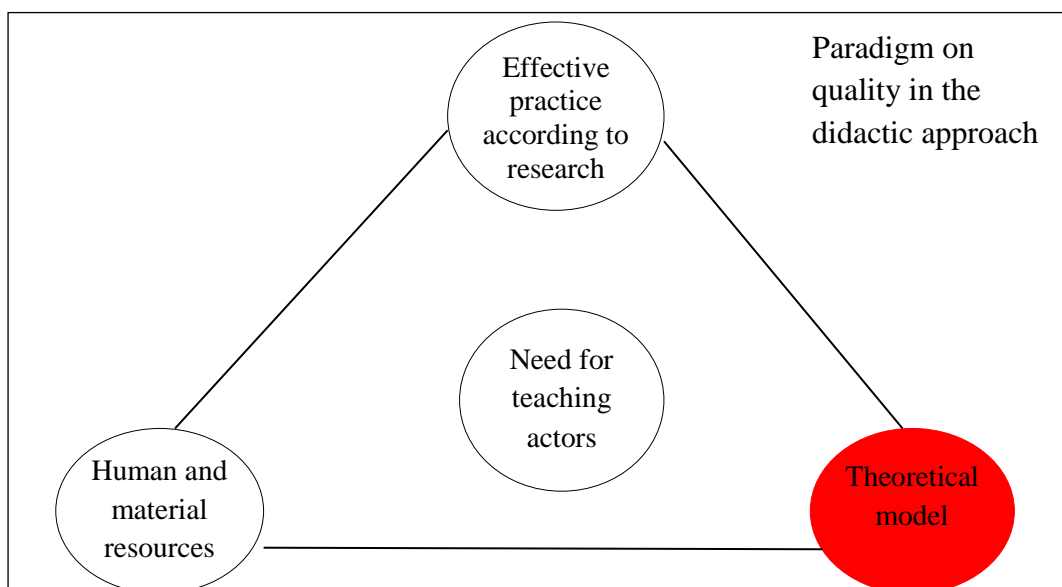
#### **2.4.3.1 Lesson Planning**

How well a teacher draws his lesson plan, determines how well the knowledge can be transmitted to the learners. A well-organized lesson plan (note) contains the content knowledge (with specific objectives), descriptions of didactic materials, time, reference (source of knowledge), age and level of the learners. A vivid description of the teaching process is also contained in the lesson plan with attention to the teaching approach, method, and strategies used by the teacher. A lesson plan is based more on the specific objective of the teacher that is tested by evaluating the learners. The objective is said to be attained if the learners' evaluation result is >90% positive. A standard model for lesson

plan on all didactic actions carried by teachers during a teaching/learning sequence is proposed by a group of researchers on didactics in the University of Liège in Belgium. Within the framework of quality approach in didactics and inspired by the international norms according to ISO 9004-2 (Gestion de la qualité et element de system), the model parameter of didactic actions proposed by group of researchers (Gilles J-L., Bosmans C., Mainferme R., PlunusG., Radermeacker G., et Veos M.-C.) of the University of Liège Belgium (2006/2007) academic year seems to be the most used. This quality approach and parametric model was proposed in view to better understand the didactic process in any teaching learning sequence. A contextual framework or schema high lights four key factors that can influence teaching and learning sequence in any quality education system. These four key factors (shown on the quality approach schema – see figure 5) can be used by stake holders to ask and answer clear and concise questions related to the construction of dispositive and demonstration of didactic action within a given didactic sequence. These four factors ask the following four questions;

- ❖ Does a research offer or brings out solution thus demonstrating effectiveness?
- ❖ What are the human and material resources necessary to put a dispositive in action?
- ❖ Is there any theoretical model that helps in the control and amelioration of actions to be carried out?
- ❖ What are the characteristics of the context (cultural, economic and social) that can influence the quality of the dispositive?

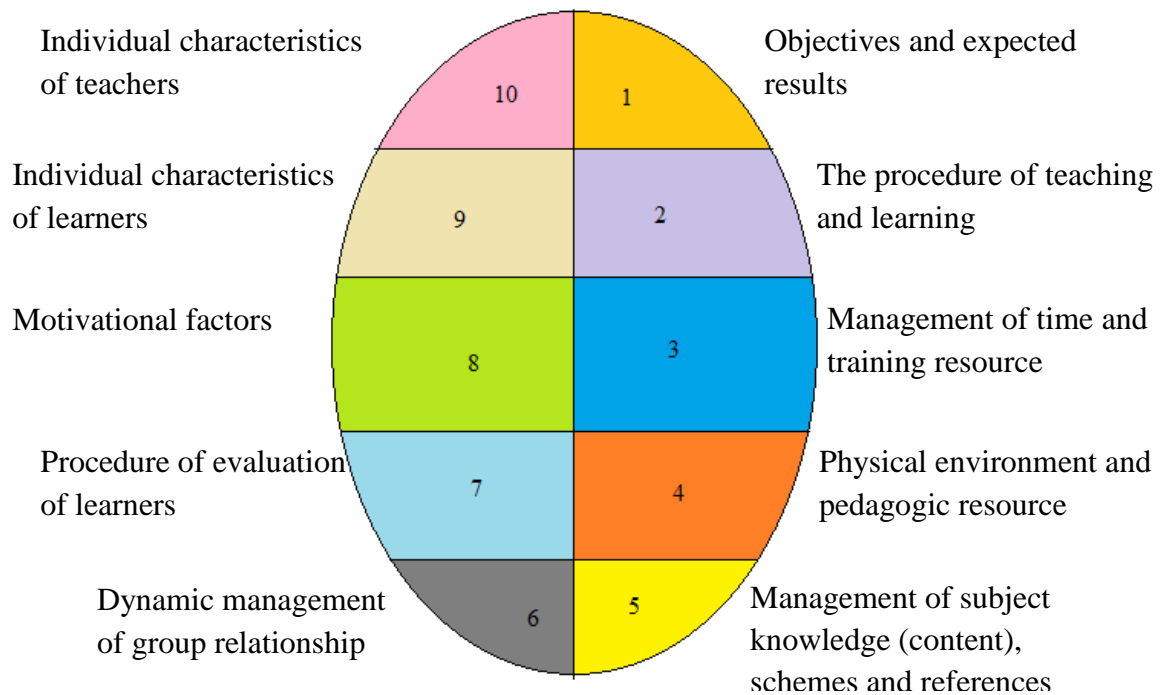
**Figure 5: Schematic Paradigm on Quality Approach**



**Source:** Gilles et al (2006/2007)

From the quality model, the axis of the *theoretical model which gives coherence to the didactic actions* has been broken down to ten didactic parametric models representing a multitude of interactive activities involved in a complex didactic situation. The ten axes are related to one another and permit the understanding, analysis, retrospection and putting in place of didactic actions. The researchers summarize these parameters on a ten sided *polygon* of didactic actions.

**Figure 6: Polygon parameters of Didactic Actions**



**Source:** Gilles et al (2006/2007)

Each axis of the polygon represents a multitude of interactive actions possible to be carried out during a didactic sequence and are explained as follows;

1. **Objectives and expected results:** This gives the opportunity for researchers to ask questions on their clarity and availability.
2. **Teaching /learning Procedure:** What will be the most pertinent method favourable for progress of the learners during the didactic sequence?
3. **Management of time and Training Resource:** How the teacher and learners will manage time at every given stage of the didactic sequence. E.g time on task and time on routine activities.

4. ***Physical environment and Pedagogic Resources:*** this permits the putting in place of the didactic activities envisioned. That is whether the pedagogic materials are needed or necessary; also whether some technological materials are required for the didactic action.
5. ***Management of Subject matter (content knowledge):*** referential competence or schemes be assured for example that our didactic sequence brings a plus in training and that the contents brought in are coherent.
6. **Dynamic Management of Group Relations:** it entails that the type of relationship among learners has to stimulate and better teach them disciplinary procedures, on classroom atmosphere during a didactic sequence.
7. ***Evaluation procedure:*** it entails knowing the different procedures that guarantees the validity, sensibility of measures, fairness and practicality of the evaluation.
8. ***Motivational Factors:*** it entails what motivates teachers and learners faced with the task as a means to favour cognitive engagement of learners.
9. ***Individual Characteristics of Learners:*** it entails knowing their needs. That is, what they do/do not master.
10. ***Characteristic of the Teacher:*** The interest s/he has on the learners' progress.

Again, literature on reading comprehension based on lesson planning can be found in (Leu and Kinzer, 1987, International Reading Association, 1998; P6, Early Reading in Ontario, 2003, Durand Johnson Esq 2014/15, Research Agenda for Improving Reading Comprehension (RRSG). Lesson planning is done differently by different authors. Therefore we analyse one literature to represent each method planning of reading comprehension lesson.

The Ontario (2014/15) Guide to Effective instruction says, teachers of primary school grade have the responsibility for providing the systematic instruction that lays the foundations for students to become proficient and lifelong readers. To be effective, instructions have to be carefully planned and supported by appropriate classroom organization. Teachers must set the stage by:

- ❖ Planning a reading program that meets the needs of the students
- ❖ Setting up the classroom to accommodate a variety of literacy activities
- ❖ Creating a schedule that reserves sustainable blocks of time for literacy instructions and activities

The guide intertwined planning and organization. According to this guide, careful planning entails program planning and classroom set up done long before the beginning of the school year and during the school year by the teacher.

Program planning takes three phases. That is long-term (General road map for entire school year), short-term planning (three to four weeks, and, weekly/daily planning). Planning in terms of organization includes: Physical classroom layout, which entails the teacher's proper organization of books and reading materials, desks, meeting areas, reading corner, wall chart, classroom library, and record keeping (P.396). 'The primary goal of planning and organization is to maximize the time available for effective instruction.....' (P: 409). The guide examines timetable for literacy instruction pay attention to time on task and routine time. In preparing I F for 2014/2015 in Trenton public schools, Duran Jonson Esq undergird daily lesson template on common core subjects including reading comprehension. He examines the instructional target used in reading instruction. Comprehension strategies were organized in three part framework with specific activities used, *before, during and after* reading. Many literatures on reading comprehension instruction which studies this framework describe or indicate stages carried during instruction. For example;

### **Before reading Activities**

- ❖ The teacher should engage pupils' interest in the lesson
- ❖ Activate students background knowledge important to the content by relating their prior knowledge/experience with what they will read
- ❖ Establish the purpose for reading
- ❖ Identify and discuss difficult/new vocabularies (word, concept, phrases used in the text).
- ❖ Preview the text by making use of title and images, illustrations to make prediction about text content, think, talk, and write about topic.

### **During reading activities**

They are influenced by before reading strategies because learners should be keeping in mind the previews, outlines, questions and predictions that were used before reading. With this, the reader (learner) focuses on how to determine what the author is trying to say, and match the information with what he already knows.

In this case, the teacher may;

- ❖ Remind students to use comprehension strategies as they read
- ❖ Ask questions that keep students on track and focus their attention on the main ideas and important point of the text
- ❖ Focus attention on parts in a text that requires students to make inferences
- ❖ Call on students to summarize key sections or events

**After reading:** The teacher may;

- ❖ Teacher guides discussion on reading
- ❖ Ask students to recall and tell in their own words important part of the text
- ❖ Offer students opportunities to respond to reading in various ways. eg through writing, dramatic play, music, debates....

The three part framework strategy of planning reading comprehension instruction does not however reveal the strategies the teacher use in organizing before instruction. The strategies play role only in a didactic situation. It does not also give us explanation on teachers' organization of classroom environment that can influence reading development.

Apart from the three parts framework, reading comprehension instructional strategies can be planned directly as shown by (Scot 2009).The reading comprehension can be highlighted as follows:

- *COMPREHENSION MONITORING*: Where the readers learn how to be aware of their understanding of the materials
- *GRAPHIC SEMANTIC ORGANISERS*: Where readers make graphic representation to assist comprehension
- *COOPERATIVE LEARNING*: Where students learn reading strategies together and receive immediate feedback.
- *QUESTION ANSWERING*: Where readers answer questions posed by the teachers and receive immediate feedback
- *SUMMARIZING*: Where readers are taught to integrate ideas and generalized from the text information.

- *MENTAL IMAGERY AND MNEMONIC*: Where readers make pictures of story in their mind and sometimes use external pictures to comprehend text.
- *PRIOR KNOWLEDGE*: Where learners are activated by discussions or questions to connect their past experience or what they already know into the new information from the text that enables comprehension.

In general, the evidence suggests that, teaching a combination of reading comprehension techniques is the most effective. The NRP (2000), review some instruction strategies that are relevant to the preparation of teachers for comprehension strategy instruction. They include:

- *THE DIRECT EXPLANATION APPROACH*: It focuses on the teachers' ability to explain explicitly the reasoning and mental process involved in successful reading comprehension. Teachers help students to;

View reading as a problem solving task and so necessitate thinking.

Learn to think strategically about solving reading comprehension problems.

- *TRANSACTIONAL STRATEGY INSTRUCTION*: It emphasizes the teachers' ability to provide explicit explanation of thinking and also emphasizes the ability of teachers to facilitate students' discussion in which student collaborate to form joint interpretation of text and acquire deeper understanding of the deeper and cognitive processes involved in comprehension. These approaches are supported by some methods like guided practice and scaffolding, DRTA, QAR, modelling (Ephraim 2009).

#### **2.4.3.1 Interactional and Organizational Activities**

Interaction and organization involves (pupils-text, teachers'-pupils, peers), physical classroom environment (classroom layout, background arrangement, chart and pictures) and time management (time on task or instructional time and routine time). Organization of reading comprehension lesson is directly concerned with proper planning of lesson. Literature that handles this concept in reading comprehension can be found in (Leu and Kinzer 1987), effective reading instruction 2007, UNESCO-Namdi 2005).

According to Leu and Kinazer 1987, a good factor of organization is being prepared. This means organizing lesson, preparing questions, pre-reading materials, working through



exercises, arriving early in school to prepare bulletin board, posters, learning centres, practice exercises, and ensuring that there are enough materials for all the students and numerous other items that are part of an effective teacher daily routine. Being an effective organizer, reading comprehension teacher also means having a detailed lesson plan ready before class. Organizational factors like time management, interaction are all found in the detailed plan.

*USING INSTRUCTIONAL TIME;* Time on task studies is one of the most consistent in research finding. These studies consistently find that teachers are more effective when their lesson is structured in a way that much time is used on the content of the lesson being taught in order to attain the lesson's objective (P 531-532).

*INTERACTION:* The instructional situation in the classroom may be thought of as a set of interaction between;

- Teacher and students
- Students and peers

Often teachers teach with the whole class or small groups of students as target.

According to the Guide to Effective Instruction in Reading, Ontario (2014/15), for a teacher to be effective, instructions have to be carefully planned and supported by careful classroom organization as already shown above. The study also emphasizes on the physical classroom layout that support learning and is considered as part of effective planning. Other organizational factors in the study include books and reading materials, meeting area with small groups, classroom library, instructional time and routine time... (P.412). Also in chapter one of Effective Reading Instruction; Teacher Makes the Difference (2007), classroom organization refers to the teachers' ability to organize, direct, and supervise the classroom environment so that effective student level is made possible, thus the teacher has to use skills and strategies to accomplish task such as the following:

- ❖ Allocating classroom space for multiple uses
- ❖ Supplying and arranging classroom materials
- ❖ Clearly communicating expectations and roles within a positive classroom climate
- ❖ Training students on classroom routines
- ❖ Establishing a predictable and familiar classroom schedule

The Guide to Teaching Reading at Primary Level (Namdi 2005) is a UNESCO manual that provides suggestions on how to prepare pupils to learn to read and how to develop and maintain reading achievement. Chapter 3 of the manual states that classroom environment is one of the key element in enhancing children's' progress in learning to read. It should be an environment to provide opportunity for the integration of literacy with other areas of the curriculum and with speaking listening and writing. Pupils should feel comfortable in order to concentrate on their studies. The manual propose that learning centre should be established to provide children with the opportunity to work independently and in small groups.

However some obstacles were recognized in the rural African school and proposition made to try to manage the situation. Some of the problem that cause difficult reading environment include;

- *LACK OF READING MATERIALS*: It propose that teachers and pupils can try to create many materials as possible e.g. poetry, and story writing by the pupils that is collected and edited by the teacher can be used as reading materials.
- *LACK OF EQUIPMENT*: Reading equipment like radio, TV, are lacking in many African schools and makes difficult reading environment. The teachers and the pupils can create a story and make cardboard radio and TV to generate discussion and interaction in class.
- *ACCOMODATION AND FURNISHING*: Careful attention to physical classroom design is essential for the success of teaching and learning. Classroom space must be adequate to accommodate each pupil comfortably when engaging whole class instruction. Unfortunately, some classrooms are overcrowded with insufficient desk for pupils. In this situation, teachers should try to find the most comfortable seating arrangement possible to accommodate the pupils. Teachers can form two semi-circle grouping that will permit him/her close to all the children. Learning center can be formed with smaller groups to enable cooperative learning.
- *DISCIPLINE*: Indiscipline pupils are also a source of instructional and didactic obstacle during a didactic situation. Teachers are advised not to beat and not to give literacy punishment to pupils. Instead, a child can be asked to clean the classroom, sweep the school surrounding.

#### **2.4.4 Didactic Materials**

Regrettably, teachers of the primary level in African school are bound to teach the entire subjects and have not received specific training for teaching reading. Faced with the difficulties and challenges in class because of the lack of didactic materials, equipment and others, when teaching, the teacher may find it difficult to manage instructional time if he/she has to follow the recommendations given in this guide. The fabrication of didactic materials also requires some financial and material resources which may not also be available.

Never the less, the NSESPS 2000, recommends teachers to use variety of teaching materials to help the pupils understand the meaning of some structures and situations. To achieve this, the teacher should for instance make use of: real objects, pictures, charts drawings, flash cards, resource persons, authentic documents (p, 18). In this case, the teacher should be able to produce or lay hands on these materials without necessarily using any financial resources.

From the literature, we realized that didactic transposition, lesson planning, classroom interaction and organization, quality evaluation and assessment are juxtaposed with one another and are all contained in teachers preparedness and organization of reading comprehension instruction. In most of the cases, the research findings are limited to the western context where teachers are trained specifically to teach reading and where teachers must acquire at least a graduate level of academic qualification to receive training in teaching reading. Also the strength of the material and financial resources in the western content cannot be ignored.

Never the less, theories of reading comprehension discussed in this study are globalized and thus cover every cultural and social context of teaching and learning. Our study therefore brings us to the teaching of reading in the Cameroonian context and a primary school situation where the classroom teacher teaches the entire subject in the curriculum to pupils of diverse, cultural, social and linguistic background. With this in mind, our study seeks to investigate and analyse the teachers' organizational strategies used in teaching reading comprehension and how they influenced the pupils' reading comprehension ability.

Also giving the fact that we have state stipulated laws and curricular governing education in Cameroon, as shown in (law) n° 98/004, 1998, NSEPS 2000, documents from MINEDUC describing teaching methods techniques and strategies in primary school after Dakar (2000), there is need for us to examine effectiveness of the teacher through his/her organizational strategies.

On these bases, we examined the teachers' adequacy in transposing reading knowledge from the given curriculum (NSEPS 2000) and form a scheme of work of reading comprehension. Also, we examine the teachers' adequacy in selecting the didactic manuals for given level and how the content of these materials can be broken down to form teachable lessons.

We examined planning in terms of preparation of lesson notes before instructions. Pay attention to the didactic phases or stages with specific attention on teachers' activities and pupils' activities at every given stage, amount of time on lesson and on task at every given stage, specific objectives of the lesson and how they are attained through specific evaluation strategies.

Classroom interaction and organization that influenced reading comprehension are also examined, not living out the different reading comprehension strategies used by the teachers during instruction to enhance reading comprehension ability to the pupils.

## **2.5 FORMULATION OF HYPOTHESIS**

A hypothesis is a specific testable prediction. It describes in concrete terms what we expect will happen in a certain circumstance. It is used to define the relationship between the variable. Its purpose is to find out answers to research questions that will help to explain the focus and directives of the research.

### **2.5.1 General Research Hypothesis**

Primary school teachers' organizational strategies in teaching reading comprehension have an impact on pupils reading comprehension ability.

## **2.5.2 Specific Research Hypothesis**

- ❖ Quality preparation and planning (Didactic transposition) and the mobilization of quality didactic materials by the teacher before the reading comprehension instruction have some effects on the pupils reading comprehension ability.
- ❖ Quality classroom organization and interaction and quality classroom environment, during instruction has an impact on the pupils reading comprehension ability.
- ❖ Quality of evaluation during/after instruction and has an impact on pupils reading comprehension ability.

## **2.6- VARIABLES**

A variable is any item, factor or condition that can be controlled or changed. That is, anything that has a quality or quantity that varies. Our study researches two types of variables which are the dependent and independent variables.

### **2.6.1 Dependent Variables**

This is the variables that the researcher is interested in. It is the variable that may change as a result of changes by the independent variable. It is the consequence of phenomenon to be studied. The dependent variable for this study is pupils reading comprehension ability. We are trying to observe and measure the changes that may occur in the pupils reading comprehension ability as influenced by the teacher's effective strategies in organizing his RC lessons.

### **2.6.2 Independent Variables**

This is the variable that can be manipulated and change in the course of the research. It corresponds with the response that the teacher will measure. The independent variable does not depend on any factor. It is the presumed cause of the phenomenon of the study. The IV of this study is the primary school teacher's organization strategies used in teaching reading comprehension. The pupils reading comprehension ability depends on the teacher's strategies in organizing his reading comprehension lesson. The pupils' ability is the variable that hopefully will change due to the manipulation of the organizational strategies.

To reiterate, the IV is the variable the research has control over and is manipulating. The researcher therefore decides to break down the IV of this study (the organization strategies)

into smaller three components to see how they influence the pupils reading comprehension ability. The four components include;

- ❖ Preparation and Planning of Lessons and Materials (Didactic transposition)
- ❖ Quality Classroom Organization and Interaction
- ❖ Quality Evaluation.

**Table 1: Recapitulation table of hypothesis, variables, indicators, and modalities**

TOPIC	Research Questions	Research Objectives	Research Hypothesis	Study Variables	Modalities	Indicators	Indices
Teaching Reading Comprehension: Primary School Teachers' Organisational Strategies and the impact Pupils' Reading Comprehension Ability	GRQ	GRO	GRH	IV	Observed Partially observe Not observed	- Preparation and planning (didactic transposition) - Classroom organization and integration - Quality evaluation	- Classroom observation grid - Test
	What relation exists between the teachers' organisational strategies and pupils R.C ability?	Investigate and analyse the primary school teachers' organizational strategies used in teaching R.C and how they impact pupils' R.C ability	Primary school teachers' organizational strategies have an impact on the pupils' R.C ability	- Teacher's organizational strategies DV - Pupils' R.C ability			
	SRQ	SRO	SRH	1) IV			
	What effect will didactic transposition have on the pupils' R.C ability?	To identify key factors of what teachers know, do and understand in terms of organisation of effective R.C. instruction	Didactic transposition and mobilisation of didactic materials before instruction; have an impact on pupils' R.C ability.	Didactic transposition and mobilisation of didactic materials			

TOPIC	Research Questions	Research Objectives	Research Hypothesis	Study Variables	Modalities	Indicators
<b>Teaching Reading Comprehension: Primary School Teachers' Organizational Strategies and the impact on Pupils' Reading Comprehension Ability</b>	<p>To what extent will classroom organisation, quality integration and engagement of pupils influence the pupils' R.C ability?</p>	<p>To assess the effect of teacher's effective classroom organisation, interaction and engagement of pupils during didactic situation of R.C</p>	<p>Quality organisation and quality interaction have an impact on pupils' R.C ability</p>	<p>Quality classroom interaction and engagement</p>	<p>Observation grid:</p> <p>Observed(1)</p> <p>partially observed(2)</p> <p>Not observed(3)</p>	<p><u>Before reading activities</u></p> <ul style="list-style-type: none"> <li>- Questioning and discussion on real life situations.</li> <li>- Activation of background knowledge and prior experience</li> </ul> <p><u>During reading</u></p> <ul style="list-style-type: none"> <li>- T-P interaction</li> <li>- P-P interaction</li> <li>- Classroom environment</li> <li>- Classroom management</li> </ul>
	<p>In what way will quality evaluation and integration influence the pupils' R.C ability?</p>	<p>To assess the effects of teachers use to evaluate pupils RC ability</p>	<p>Quality evaluation and integration have an impact on pupils RC ability.</p>	<p>Quality evaluation</p>		<p><u>After reading</u></p> <ul style="list-style-type: none"> <li>- Low level questions</li> <li>- Inferential questions</li> </ul>

**Source:** Author – Form adopted from "Guide de rédaction des mémoires en sciences de l'éducation"



## CHAPTER 3: METHODOLOGY

Methodology is defined in British Dictionary as “the system of methods and principles used in a particular discipline.” It is also defined as the branch of philosophy concerned with the science of methods and procedures. The Collins English Dictionary defined it as “The underlying principles or rules of organization of various science and conducts scientific enquiry.

Research according to the Cambridge Dictionary, advanced Learner Dictionary 4<sup>th</sup> Edition, is “a detailed study of subject especially in order to discover new facts or new information or reach a new understanding. E g scientific research used as a verb to study a subject in detail, especially in order to discover new information or reach a new understanding in our study;

This chapter addresses the methodological decision related as follows:

- ❖ Research approach
- ❖ The population of the study
- ❖ The sample and sampling techniques
- ❖ Instrument of data collection
- ❖ Validation of instrument
- ❖ Data collection process
- ❖ Method of data analysis
- ❖ Limitation of the study

### 3.1 RESEARCH APPROACH

Research approach is often seen (e.g. Denzin and Lincoln, 2005), as comprising a bundle of skills, assumptions, and practices that researchers employ as they move from research paradigm to the empirical world. This indicates that for every research, there are aspects that inform the choice of an approach, ranging from the knowledge claim assumption brought to a study, to the more practical decisions made on how to collect and analyses data. Cresswell (2003), points out that through the use of three element enquiry (that is, knowledge claims, strategies and methods), a researcher can then identify either the quantitative, qualitative or the mixed research methods. These considerations provided the

rationale of the qualitative research process of this study. Denzin & Lincoln (2000: P 3), defines qualitative research as a situative activity that locates the observer in the world. It consists of a set of interpretative, material practices that makes the world visible... Qualitative research studies things in their natural setting, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them. Qualitative research approach adopted in this study is in accordance with the constructivist paradigm which holds that, individuals develop subjective meaning of their experience. These meanings are varied and multiple, leading the researcher to look for complexities of views rather than narrowing meaning into a few categories or ideas Cresswell (2007). As a result, a qualitative approach appears suited to the task of capturing teachers' organizational strategies used in teaching RC through their ability to effectively transpose knowledge, manage and organise RC classroom to permit interaction and engagement of pupils, and the ability to conduct quality evaluation. At the same time it permits the researcher to more thoroughly access the voices of the participants and uncover some of the diversity of beliefs and experiences represented amongst them.

According to Cresswell (2003: P 181 - 182 ), a qualitative research has the following characteristics; it takes place in a natural setting, uses multiple methods that are interactive and humanistic, emergent rather than tightly prefigured, fundamentally interpretative, views social phenomena holistically, systematically reflects on who s /he is in the inquiry and sensitive to his or her personal biography and how it shapes the study, uses complex reasoning that is multifaceted, iterative and simultaneous, adopts and uses one or more strategies of inquiries as a guide for procedure of a qualitative study.

Individual researchers characterized their research philosophies, strategies and instruments. A research philosophy is a belief about the way in which data about a phenomenon should be gathered and analysed and used. According to Gallier (1991), “epistemology” (what is known to be true), as oppose to “doxology” (what is believed to be true), encompass the various philosophies of research approach. The purpose of science then is to process or transform things believe to things known (doxa to episteme). The researcher in this study believes that, these mentioned descriptions of qualitative research makes this approach appropriate to the present study.

With regards to the preceding discussion about the study research problem, questions, objectives, hypothesis and variables and also considering the framework of theories

guiding this study, the researcher adopts the interpretivist epistemological research approach to guide the study with an explanatory research purpose. Interpretivists understand people in the condition and circumstances of their lives. In this context, the researcher and the social world influence each other. The researcher is concerned with exploring and understanding the social world using both the participants and the researcher's understandings. A social researcher in this case has to explore and understand the social world through the participants and their own perspective; and explanation can only be offered at the level of meaning rather than cause.

Explanatory research approach is important to our study. According to Ritchie & Lewis (2003), functional relationships between the variables in the problem model are specified. Page 27-28 of the book reveals that explanatory research approach is concerned with why phenomena occurred and the forces and influences that drive their occurrence. It is also concerned with reasons for, or associates between what exist. That is, it attempts to say why patterns and outcomes in data have occurred, in the case of data analysis. Some qualitative writers such as Patton (2000), claim ... in qualitative analyses, that the analyst tries to build explanation based on the way different meaning and understanding within a situation come together to influence the outcome. This study is directed towards exploring the relationship between concept and phenomena and in explaining the causality and inters dependency between them; it is directed towards the assumptions that teacher's organizational strategies in teaching Reading Comprehension have an impact on the pupils' reading comprehension ability. The study is based on the different strategies teachers use in organising their RC instructions and how these impact the pupils' RC ability.

## **3.2 - THE POPULATION OF THE STUDY**

A population is a complete set of element (persons or objectives) that possess some common characteristics, defined by the sampling criteria, established by the researcher. The target population and the accessible population are examined in this study.

### **3.2.1 The Target Population**

It is the part of the study population on which the researcher wishes to apply his research results. It can also be looked at as the entire group of people or objects on which the researcher wishes to generalize the study's findings. The target population of this study is

made up of teachers and pupils of government primary schools in Yaounde VI sub-division of the Mfoundi Division in the Centre region of Cameroon.

The government primary schools in Yaounde VI are nine in number with 129 teachers (25males, 104females) teaching 2888 pupils (1459 boys 1429 girls). Each of these schools starts from class 1 and ends at class 6 and is made up of pupils and teachers from diverse cultural and social background. A detailed explanation of this population is represented on the table below.

**Table 2: Distribution of teachers according to target population**

N°	SCHOOLS	NUMBER ON ROLL					
		PUPILS			TEACHERS		
		B	G	T	M	F	T
1	GBPS BIYEM ASSI GROUP I A	178	193	371	02	19	21
2	GBPS BIYEM ASSI GROUP I B	115	129	244	02	14	16
3	GBPS BIYEM ASSI GROUP 2 II A1	52	50	102	02	10	12
4	GBPSBIYEM ASSI GROUP II A 2	47	51	98	/	08	08
5	GBPS MVOGT-BETSI GROUP I	182	252	334	06	12	18
6	GBPS MVOGT-BETSI GROUP II	265	237	502	06	10	16
7	GBPS BIYEM ASSI GROUP IIB	135	146	284	02	12	14
8	GEPS ETOUG-EBE GROUP I	255	282	537	02	09	11
9	GEPS ETOUG-EBE GROUP II	230	186	416	03	10	13

**Source:** Pedagogic Inspectorate of Basic Education, Yaounde VI

### 3:2:2 - Accessible Population

This is a part of the target population which the researcher can meet and which the researcher has reasonable access. In this study the accessible population is made up of class 5 and 6 pupils and 12 teachers of six Government Primary Schools in Yaounde VI

sub-division. The population will represent the general population of Government primary school in Yaounde. The accessible population is presented in detail on the table below.

**Table 3: Distribution of teachers according to accessible population**

SCHOOL	CLASS	N° OF PUPILS		TOTAL	NUMBER OF TEACHERS		
		B	G		M	F	TOTAL
GBPS Mvog-Betsi Group 1	5	32	39	71	1	-	1
	6	30	48	78	1	1	2
GBPS Mvog-Betsi Group 2	5	48	38	86	-	1	1
	6	42	50	92	-	1	1
GEPS Etoug-Ebe Group 2	5	57	29	86	1	-	1
	6	40	31	71	-	1	1
GBPS Biyem-Assi Group 2 A 1	5A <sub>1</sub>	12	08	20	-	1	1
	6A <sub>1</sub>	08	11	19	-	1	1
GBPS Biyem-Assi Group 2 B	5B <sub>2</sub>	17	25	42	-	2	2
	6B <sub>2</sub>	12	21	33	-	2	2

**Source:** Author

### 3.3 SAMPLE AND SAMPLING TECHNIQUES

#### 3.3.1 Research Sample/Participants

The data for the study come from 10 teachers of 5 government primary schools in Yaounde. The teachers are all full time professional classroom teachers who are at least holders of Teacher Grade 1 certificate and have been working for at least 5 years in the classroom. This sample choice is justified by the knowledge claim assumptions in the current study that teachers' organizational strategies (didactic transposition, quality classroom organization and interaction and quality evaluation) used in teaching reading comprehension develop through content/subject knowledge, experience and professional

knowhow. Also, this insight can be studied both from their practice and their view. The choice of class 5 and 6 is justified by the fact that they are the final level of primary school and according to the goals of the NSESPS (2000, p; 1), pupils at this level should be able to “read and understand authentic documents.”

### **3.3.2 Sampling Technique**

Sampling is the process of selecting a group from the population under study. Researching the sampling techniques for selecting participants, the researcher considered various options available. Cohen et al (2007), note that researchers should consider the sample size, time or schedule, and feasibility of conducting research within a live setting. They also emphasize that the researchers must make sampling decision early enough in the general planning of the research study. The researcher in this study uses “purposive sampling” (Cresswell, 2007, Denzin and Lincoln 2005), largely because she already had a purpose in mind. That is, working with a pre-defined group –class 5 and 6 teachers and pupils of primary schools in Yaounde VI. In order to get these teachers and pupils, the researcher went to the Yaounde VI Inspectorate of Basic Education and asked for authorization to conduct research ( see appendix V), and she also asked for statistics of schools around the jurisdiction from where she selected six out of nine schools. Access to the schools was easy and cost of transport minimized. The choice of class 5 and 6 is justified and explained above. Data was collected from one teacher and five pupils in each class.

## **3.4 INSTRUMENTS FOR DATA COLLECTION**

These are tools used by the researcher to get information from the sample which enables her to draw conclusions from the variables of the study. These tools are usually written forms and sometimes mechanical and electronic measure is also occasionally used. The basic instrument used for collecting data in this study is the observation, a semi structured interview, and an ability test which were most often accompanied by informal discussions between the researcher and individual participants.

### **3.4.1 Observation**

According to the Stand ford Encyclopaedia of philosophy (Jim Bogen 2014), Observation is a perceptual process. That is to observe is to look at, attending to details of the resulting perceptual experience. Observers may have good fortune to obtain useful perceptual

evidence simply by noticing what is happening around them. But in many cases, they must arrange and manipulate things to produce informative perceptible results. Observation describes perceptions of things received. Crotty (1998), says, human engage in their world and make sense of it based on their historical perspectives... thus qualitative research seeks to understand the context or setting through visiting the context and gathering information personally. The researcher also makes an interpretation of what they find and interpretation shaped by the researcher's own experience and background. Observation according to Ritchie & Lewis (2003), offers the opportunity to record and analyse behaviours as they occur although not as member of the study population. This allows events, actions, and experiences to be seen through the eyes of the researcher. Data in this study was collected through direct and indirect observation of teachers in their classroom practices. Being an active acquisition of information from a primary source as described in Wikipedia. Free encyclopaedia (2008), observation in this study enables the researchers to collect first-hand information on teachers' organizational strategies used in teaching reading comprehension.

#### **3.4.1.1-Direct Observation**

Direct observation data was collected by watching the reading comprehension lesson and taking down notes on the already prepared observation grid done by the researcher herself (see Appendix II) and at the same time videotaping using a Samsung Galaxy tablet smart phone.

#### **3.4.1.2-Indirect Observation**

While indirect observation (used in this study) is the researcher's studying of the didactic documents used by each teacher. These documents include; the lesson notes books, the schemes and records of work books, the National syllabuses, and class time tables. In observing these documents, the researcher is able to assess the teachers' relationship with knowledge (content). That is, knowing the teachers' ability to transpose from the syllabuses, the schemes and to teachable reading comprehension lessons in the lesson plan (didactic transposition). Indirect observation data in this study is also collected through informal discussion with the teachers about the lesson content and the general classroom setup.

### **3.4.2 Interview**

The interview was another important and major source of data for this study. It is a qualitative data collection method which helps in generating data through the intervention of the research Ritchie & Lewis (2003). This data source enables the researcher to get the teachers' points of view on how they individually organize their reading comprehension lessons and how their organizational strategies have helped to improve the pupils reading ability. The interviews also help for teachers to outline difficulties they face in organizing and teaching and also to make suggestions that could help to make teaching and learning of reading successful. The interview data was collected with the help of an already prepared interview guide by the researcher herself, and a Samsung Galaxy tablet which helps in audio and video recording of each interview. With the help of these instruments, the researcher is able to replay the video to the participants to confirm the validity of their data. They also help for play back at home for the researcher during transcription and organization of data.

### **3.4.3 Informal Discussion**

The informal discussion is a minor method used by the researcher of the present study to complete the interview and the observation data that might be missing on the grid and that may come up in the course of the research. Data on informal discussion are collected in a note book in which the researcher works throughout the research process.

### **3.4.4 Ability Test**

It is intended to test the pupils' ability to read and understand authentic documents as suggested in NSEPS (2000). The researcher intends to verify the pupils' ability to read and understand text or passages that are not necessarily found in their readers. The results of this test would be used to validate findings from the teachers' (observations and interview) data as stated in the different RQ and RH of this study. That is, it's validity is at the problem presented in the present study. The test also covers the cognitive, affective and psychomotor domains of learning postulated by NSEPS (2000). Pupils are expected to scan text for detailed instruction on how to use prescribed medications. Constant references to the pupils' result would be made during interpretation of findings. The test comprises 4 sections and each section has 5 marks, making the total score on 20. The grading scale starts from Very Good (VG)—20/20, Good (GD)--17/20 to 13/20, Average



(AV)-12/20 to 10/20, Below Average (BA<sub>v</sub>) ---9/20 to 6/20, and Weak (WK) ---5/20 to 0/20. For the sake of analysis, each section is graded on 5 and the scale is as follows: 5/5 =VG, 4/5 =GD, 3/5 =AV, 2/5 =BA<sub>v</sub>, 1-0/5 = WK.

### **3.5 VALIDATION OF INSTRUMENT**

The PNEU School Yaounde where the researcher teaches was used as a pilot school for the validation of instruments used in collecting data in this study. PNEU School is a lay private Anglo-Saxon primary school with about 1000 pupils, 33 teachers from Nursery 1 to Class 6 and 30 other auxiliary members of the staff. Teachers of each stream (A, B, C, & D) teach subjects which they are comfortable teaching and as assigned by the pedagogic head of the school (the head teacher). Being an official and a scientific study, researcher of the present study had to follow and respect hierarchy before interrupting in other teachers' classrooms. The researcher first went to the head teacher of the school and handed her letter for permission to conduct research in class 5 and 6. She also had an informal discussion with the head teacher on her research topic and the nature of her research study. Her request was accorded and letter forwarded to the coordinators of various streams from where she met the English language teacher for each stream and fixed a rendezvous for the research to be carried on in their classes.

However, the researcher had some resistance with the class five English teacher, so she moved back to class four and fixed a rendezvous with the class four English language teacher who had once thought class 5 and 6 of the same school. The observation and interview was tested on the class 6 and class 4 English language teachers while the ability test was tested only in class 6. These exercises went on smoothly and thus validated the use of these instruments elsewhere.

### **3.6 DATA COLLECTION PROCEDURE**

A procedure (way to do) "is a set of actions. That is, the official or accepted way of doing something". The procedure of data collection in our study permits the description of how the researcher arrived at the discovery of "new facts or new information or new understanding". The first step towards collecting the data was for the researcher to get authorization or research attestation from the faculty of education. This attestation was signed by the dean of the faculty (see appendix VII) permitting the researcher to carry on the research study. After drawing an observation grid and an interview guide meant for

class 5 and 6 teachers (see appendix IV) and a small test for the pupils, the researcher had this instrument tested on the class 6 and 4 English teachers and pupils of PNEU School Yaounde with permission from the head teacher of the school and the different stream coordinators. From there she proceeded to the Yaounde VI Inspectorate for Basic Education situated at Accacia-Biyem-Assi on 20th February 2017, where she was received by the Inspector's secretary. She presented herself and the purpose for her visit. Her documents (research attestation and a letter of permission to conduct research) were sent to the inspector who signed and granted her permission to conduct research in government schools under her jurisdiction. She further asked for statistics of schools under Yaounde VI.

### **3.6.1 Visits to Schools**

#### *GBPS Biyem-Assi*

From the inspectorate the researcher directly paid a visit to Government Bilingual Primary School Biyem-Assi. She was not attended to during this first visit because she was late so, she had to go back home.

Government Bilingual Primary School Biyem-Assi has both the French and the English sections practicing the French and English sub-system of Education respectively and co-exist on one campus. The English section on which we are concern is divided into 5 groups, and each group is a school of its own. All the five schools (that is group 1A, 1B, 2A, 2A:1, 2B) practiced the 2 shift system. In the morning, school starts at 7:30am to 12:30pm while the afternoon shifts starts from 12:30pm to 5:30pm from Monday to Friday. The 5 schools in the English section rotate in shifts.

On the 21th February 2017, the researcher made her second visit to the GBPS Biyem-Assi where she met the head teachers of Group1A1 and Group 2B who were for the afternoon shift and presented herself and the purpose for her visit; she later gave each of them a letter of permission enclosed with the authorization from the inspectorate and the research attestation from her faculty. She was handed over to the class 6A teacher who had to introduce her to the other class 5 and 6 teachers concerned and they fixed different rendezvous at the convenient of the different teachers. There were however, some resistance from some teachers who claimed that they will not be available and also that they are not prepared either for any observation or interview. A week later, the researcher

came back to the school campus and met the head teacher of Group 1B and Group 2A:1 where she received accord to get to the classrooms. She was directed to class 5 and 6 of both Groups and she fixed a rendezvous with the teachers. Some resistance by these two groups led to incomplete data which the researcher cancelled in order to avoid inconsistencies in the findings.

### **3.6.2 Classroom**

The researcher started with class 6B of group 2B by presenting herself to the pupils and observing the reading comprehension lesson. The comprehension text was taken from a revision text book by Ngasu Betek. (text title-Dora's long journey to Europe). The pupil had their normal exercise from the taught lesson while the researcher was observing from a corner of the class and taking down notes on the observation grid. After the RC lesson, the researcher then proceeded with the indirect observation or the analysis of the teachers' didactic manuals. In addition, the researcher went on to conduct a small interview with the teacher after the above exercise. The interview went on for less than 15 minutes. It was recorded (audio/video taped) on a Samsung Galaxy smart phone. Informal discussion came in from time to time between the researcher and the teachers. Due to the limited time accorded to the researcher by the school authorities, it was not possible for the test to be written by all the pupils of each class. So, with the agreement of all the teachers concern, 5 pupils with the help of a closed eyed game were randomly selected from each class to write the test prepared by the researcher. These 20 pupils from the 4 classes were gathered in one class about 20 minutes before closing to write the test while their classmates were cleaning up their classrooms. The test went on for 50 minutes. After these exercises, the researcher thanked the teachers and the pupils and shared some sweets to the pupils of each class. This procedure was respectively followed in all the classes and schools where this research was carried on (that is 27<sup>th</sup> GEPS Etoug- Ebe .and 28<sup>th</sup> GBPS Mvog - Betsi). For time sake, only the class 6 teachers were interviewed.

#### ***GEPS Etoug Ebe***

GEPS Etoug-Ebe is a two group English School (group 1 and 2). Each group represents a school and each school is headed by a head teacher. Both groups come to school in the morning at 7:30am and close at 2:30pm. The researcher first visit to the campus was on the 27<sup>th</sup> February 2017. And she got to the group 1 office where she introduced herself and the purpose for her visit. She was asked to go and come back later because inspections were

going on in the school. She then came back at 1:45pm and presented a letter to the head teacher of group one who turned down her request and asked her to try somewhere else. She now moved to group two and introduced herself to the head teacher, stating the purpose of her visit again and later hand over her letter for permission to conduct research. Her permission was granted by the head teacher who took her to class 5 and class 6 where she was introduced to the classroom teachers and the purpose of her visit made known to them. They then fixed a rendezvous at the convenience of both the teachers and the researcher, given that the researcher also teaches in another school. The same activities in classroom as in Biyem-assi went on some days later.

### ***GBPS Mvog-Betsi***

On the 28<sup>th</sup> February 2017, the researcher went to the Government Bilingual Primary School Mvog-Betsi where she visited English section of the school. This section is also divided into two groups, each group representing a school and therefore controlled by different head teachers. She first entered the group one head office where she was received by the secretary who took her to the head teachers' office. While with the head teacher, she introduced herself and the purpose of her visit and later handed the permission letter meant for the head teacher. She was granted permission and the class 5 and 6 teachers were called up to the office and she was presented to them. As usual, she fixed a rendezvous with them at their convenience.

From group 1, the researcher moved directly to group 2 where she met the head teacher on sit and she introduced herself and the purpose for visiting. She finally handed the letter and the head teacher took her to the class 5 and 6 classrooms and introduced her to the teachers with whom she made an appointment. The same classroom activities were carried on in all the classes in all the schools. Also because of time constraints and resistance by most of the teachers, only the class 6 teachers were interviewed.

## **3.7 DATA ANALYSIS METHOD**

During and especially after the field work period, the researcher reviewed the original research objectives and questions in order to be able to find relevant answers to them. In doing that, the researcher was cognisant of guidance and directive provided by other researchers including le Compte and Press lie (1993), Boeiji (2010), all of whom point out the importance of these components of research study. The original questions as well as

subsequent iterations must not be lost entirely. As earlier explained in this chapter, the approach of data analysis adopted in this study is explanatory and guided by the deductive principles (Saldana: 2013) which requires the researcher to use the RQ to group the data. Vivo coding method (Saldana: 2009:P48) is used to group the data so that it does not lose its meaning. With this the researcher was able to use different concepts and categories to accurately represent the interviewees' responses and explore the relationship that exist between them (see table of reduced data). After the review, the researcher has to familiarize herself with data collected by watching the observation video time and again and making subsequent corrections on the observation grid, listening to the interviews over and over, transcribes video into written documents. Transcription is done by breaking down each interview into a 15 seconds chunks or excerpts. In doing so the researcher was able to pick out recurrent themes, ideas, and patterns that are related to study RQ and RO. The researcher resorted to reading the entire transcript over and over before breaking into parts. From the transcripts the researcher resorted to reducing the data manually through coding, categorizing and classifying them according to the different RQ. However, new codes and categories that emerge from the data are also adopted and added to the analysis. The interview is transcribed using computer software called *sonal*. The researcher did not also forget to mark the pupil test and classify them according to their different domains of learning in order to compare the scores.

Categorizing is part of the strategies used in keeping track in this research data. The categories include directly different elements of teacher's organizational strategies such as didactic transposition (Preparation and planning), quality classroom organization and interaction, and quality evaluation. The observations data of teachers' classroom practices were first analysed in matrices (tables) in order to spot connections and interrelationship which may be difficult to see in ordinary text based format. This was followed by the interview data done through content analysis and interpretations were done by constantly comparing the two analysis. These data form the different categories of the study. The scores of the ability test are also presented and analysed in order to verify the hypotheses and/or confirm or refute the validity of the researcher's view that pupils of class 5 and 6 are not able to read and understand authentic documents. Like the observation, the test is analysed with the help of tables followed by detailed explanation. The test comprises of 4 sections and each section has 5 marks, making the total score on 20. The grading scale starts from Very Good (VG)—20/20, Good (GD)-17/20 to 13/20, Average (AV)-12/20 to

10/20, Below Average (BAV) -9/20 to 6/20, and Weak (WK) - 5/20 to 0/20. For the sake of analysis, each section is graded on 5 and the scale is as follows: 5/5 =VG, 4/5 =GD, 3/5 =AV, 2/5 =BAV, 1-0/5 = WK.

Also notes taken from informal discussion about the individual teachers' background were re-read and rearranged in order to make a demographic table of the teacher. These backgrounds facilitate the authentic analysis of the different responses given by the teachers. In a nutshell, the data of this study are analysed through description of result with overview shown on tables of the reduced data.

## **CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA**

Based on the constructivist paradigm (CRESSWELL 2003) , this chapter presents and analyses data collected through the observation of teacher didactic manuals , observation of classroom practices, informal discussion between researcher and the different participants, the face to face semi structured prompt interview, and the pupil's ability test. The central research task is to conduct empirical research on primary school teachers' organizational strategies used in teaching RC and how they impact the pupils' RC ability. To arrive at this, the researcher has obtained insight into their main organizational strategies, justification of the uses of the strategies, the different ways teachers use didactic materials and manuals, and how they integrate teaching approaches into the lessons during the didactic situation. Presentation takes the form of tables and detailed explanations of data collected on the field. A deductive approach of data presentation and analysis is used in this chapter and requires the researcher to use the study's research questions to group the data. These groups of data are organized under identified codes, categories, themes and concepts for proper analysis to take place (see also appendix 1 for reduced data of individual participants). But before we get to the analysis proper, is it necessary for us to present a demographic analysis of each participant in order to be able to make a mark relationship with their individual responses.

### **4.1 PRESENTATION AND ANALYSIS OF PARTICIPANTS' DEMOGRAPHIC BACKGROUND**

It entails a vivid presentation of participants' personality in terms of sex, age, class, working experience, professional qualification and academic background as presented on the table below.

**Table 4: Demographic background of participants**

N°	Participant	Sex	Status	Age range	Education	Qualification	Experience	CL
1	ET6 <sup>2</sup>	male	Teacher	25-30	GCEA level	CAPIEM	6 years	6
2	ET5 <sup>2</sup>	female	Teacher	40-45	GCE A level	CAPIEM	16 Years	5
3	MB6 <sup>2</sup>	female	Teacher	45-50	GCE O level	CAPIEM	22 years	6
4	MB5 <sup>2</sup>	female	Teacher	30-35	GCE A level	CAPIEM	9 years	5
5	MB6 1	male	Teacher	45-50	GCE O level	CAPIEM	25 years	6
6	MB5 1	Male	Teacher	25-30	GCE A Level	CAPIEM	7 years	5
7	BA 6A1	female	Teacher	35-40	BA psychology	CAPIEM	10 years	6
8	BA5A1	female	Teacher	40-45	GCA A level	CAPIEM	17 years	5
9	BA6B	female	Teacher	40-45	BA psychology	CAPIEM	12 years	6
10	BA5B	female	Teacher	45-50	GCE A level	CAPIEM	19 years	5

**Source:** Data collected from field through informal discussion with individual participants

From the 9 government schools in Yaounde VI subdivision, 6 schools were selected to conduct this research, one of the schools was deleted because of incomplete data, and five schools participated. Within the five schools two teachers (class 5 and 6) of each school was observed making ten teachers all together. Five out of ten teachers (only class 6) were interviewed because of time allocated by the different school authorities for research to be carried on. All the teachers observed were qualified classroom teachers and holders of Teacher Grade I Certificate (CAPIEM) and have all been teaching for more than 5years. They however, differ in their age range and academic qualifications. 6 teachers (ET6<sup>2</sup>, ET5<sup>2</sup>, MB5<sup>2</sup>, MB51, BA5A1, BA5B) are holders of the A level GCE, 2 others (MB6<sup>2</sup>, MB61) are holders of O Level GCE, while 2others (BA6A1, BA6B), are holders of BA in Psychology. All the ten teachers have an age range of 25 – 50years. The entire participants are made up of 3 males and 7 female teaching classes 5 & 6. However, for the sake of



validity of our problem and hypotheses, some 5pupils from each of the 10 classes were given a RC test to assess or measure their RC ability.

## **4.2 PRESENTATION AND ANALYSIS OF DATA ACCORDING TO THEIR DIFFERENT CATEGORIES**

This section presents the main research results of the current study. The central research task is to investigate, analyse and interpret the primary school teachers' organizational strategies used in teaching RC, and how they impact the pupils' RC ability. The insight of the teachers organizational strategies are obtained by presenting and analysing categories related to or addressing the different questions on which the research is based. The first question addresses issues on didactic transposition, the second research question addresses issues related to classroom organization, quality interaction and engagement of pupils during instruction before reading/during reading; while the third RQ is concerned with issues of integration of skills and methods/Approach and the quality of evaluation given to the pupils during/After reading. This partition is based on the fact that RC lessons are carried in a three part framework (Before, During & After reading). (Duran Johnson Esq 2014/2015, Leu & Kinzer (1987). Data is then presented according to the different instrument used for collection but following the different categories and themes under which the data are grouped for all the participants. The observation data being the main data is first presented and analysed, followed by the interview analyses with some emergent data from the informal discussion. The test scores are also analysed at the end in order to justify the problem presented in this study. All findings are compared and interpreted in chapter 5.

### **4.2.1 Classroom Documents (Didactic Manuals) Observed During Observation Session.**

*Theme: Didactic Transposition (preparation and planning)*

*Research Question Addressed: RQ 1; what effects do quality didactic transposition (preparation & planning) and mobilization of quality didactic materials have on the pupils' RC ability?*

The observation data organized under the above category and theme, is guided by a group of 6 indicators/categories which are substantiated by 3 modalities/codes guiding the

observation findings. In order to facilitate analysis, and for the purpose of confidentiality, the teachers names and the modalities are coded thus;

ET62, ET52, MB62, MB52, MB61, MB51, BA6A1, BA5A1, BA6B, BA5B = teachers' names

A = observed,

B = partially observed,

C = not observed

**Table 5: Observation Grid: - Observation of teachers' didactic manuals**

DOCUMENT	INDICATOR/CATEGORY	ET62			ET52			MB62			MB52			MB61		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
NSESPS	Official syllabus on reading or EL as a whole			X			X			X			X	X		
Teachers scheme of work book	Well transposed from national syllabus of reading in sequences			X NS			X NS			X NS			X NS			X NS
Class readers	RC text found in official text books meant for the pupils level	X			X			X			X			X		
Lesson note book	Lesson notes on reading are well prepared and up to date		X 2			X 1			X 1			X 1			X 2	
Didactic materials	Quality didactic materials prepared(real objects, charts, pictures, etc.			X P			X P			X P			X P			X NO
Record of work book	RC lessons taught regular(weekly, monthly, Sequentially)	X W			X W			X W			X W			X W		

DOCUMENT	INDICATOR/CATEGORY	MB51			BA6A1			BA5A1			BA6B			BA5B		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
NSESPS	Official syllabus on reading or EL as a whole			X			X			X			X			X
Teachers scheme of work book	Well transposed from national syllabus of reading in sequences			X NS			X GS			X GS			X GS			X GS
Class readers	RC text found in official text books meant for the pupils level	X			X			X			X			X		
Lesson note book	Lesson notes on reading are well prepared and up to date		X 1			X 2			X 3			X 1				X 0
Didactic materials	Quality didactic materials prepared(real objects, charts, pictures, etc.			X P			X P			X P			X P			X P
Record of work book	RC lessons taught regular(weekly, monthly, sequentially)	X W			X W			X W			X W			X W		

**KEY:** 1, 2, 3, 0 = number of times lessons have been prepared within 5months (September to February)

NS= No schemes for EL/Reading.

GS=general EL scheme, W= lesson taught weakly, P= pictures.

**Source:** Data collected from classroom observation.

The tables indicate that 10 teachers' documents were observed. From the data, 1 teacher (MB61) out of the 10 has a copy of NSESPS where the syllabuses of reading are found. Informal discussion with the teacher reveals that he gets his RC topics directly from there to teach and he also uses the text books to get passages and questions for exercises. 6 teachers (ET62, ET52, MB52, MB62, MB61, and MB51) out of 10 do not have schemes of work either for EL as a whole or for the reading skill in particular. Informal discussion reveals as reported by each teacher that, the class reader (text book) has RC passages and other language aspects so schemes are not needed for reading and/or RC and even EL. 3 other teachers (BA61, BA51 & BA6B), have the general scheme of work for EL indicating on the table that this aspect is partially observed (2). According to data from the informal discussion with these teachers, schemes for the reading skill cannot be separated from the general EL scheme. They also reported that schemes are drawn following different grammar aspects of language rather than the language skills. To them, RC topics can only be taken from the readers. 1 teacher (BA51) did not present the scheme of work book and reporting during informal discussion that she forgot the book at home. All the 10 teachers observe (1) or use official text books that are meant for the pupils' level and their different cultural background. As concerns the mobilization and preparation of didactic materials, all the 10 teachers did not observe (3) the use of didactic materials even though most of the passages had pictures. Finally, all 10 teachers observe (1) regular teaching of RC (done weekly) in all the classes.

#### **4.2.2 Teachers Classroom Practices Observed During Instruction**

**Category/Theme:** *Classroom organization, interaction and engagement of pupils*

**Research Question Addressed:** *RQ2: To what extent do classroom organization, quality interaction and integration of pupils during RC didactic situation influence pupils' RC ability?*

Presentation and analysis of data on this section is based on the observation of classroom practices during RC instruction programmed by the researcher and individual participants. Presentations and analysis are organized following the different categories or variables also directly linked to the RQ and RO of this current study. The data are also structured following the three part framework of a RC lesson (before, during & after reading) as shown on the observation grid (see appendix II). The first two presentation address the second RQ.

#### 4.2.2.1 Before Reading Activities during Instruction

Data comprises of a group of 5 sub categories/indicators of activities carried on by the teacher to enhance the interest of the pupils and to get them engaged in the lesson before reading the text. The researcher in observing intends to get the method and strategies used by the teacher to get pupils interact with peers and also his interaction with the pupils in order to awake their interest and involvement in the lesson. At the centre of the EL syllabus (NSESPPS 2000), are the teaching strategies in which teachers are required among others to use participatory method in teaching to enable pupils acquire the language easily(p:17). Examples of participatory method are; communicative method, electric method, integrated approach, language experience approach, whole language approach, synthetic and analytic approach, experience approach.

**Table 6: Observation Grid:-Classroom Activities before Reading**

INDICATORS/SUB CATEGORIES	ET62			ET52			MB62			MB52			MB61		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Introduce pupils to activities that may enhance interest and get them engaged (book talk, picture talk).	X			X					X			X			X
It introduces activities that activates prior knowledge and supply background information important to text content			X	X					X			X			X
Establishes purpose or make clear objective of reading			X			X			X			X			X
Persuade pupils to make predictions of text from the title or pictures			X			X			X			X			X
Others: (discuss new words/vocabularies) in the text content	X			X			X			X			X		

	MB51			BA6A1			BA5A1			BA6B			BA5B		
INDICATORS	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Introduce pupils to activities that may Enhance interest and get the engaged (Book talk, picture talk).			X			X	X					X			X
It introduces activities that activates prior knowledge and supply background information important to text content			X			X	X			X					X
Establishes purpose or make clear objective of reading			X			X			X			X			X
Persuade pupils to make predictions of text from the title or pictures			X			X			X			X			X
Others: (discuss new words/vocabularies) in the text	X			X			X			X			X		

**Source:** Data collected during observation of classroom practices

**KEY:** PT= picture talk. QA = Questions and answers.

The tables above indicate that out 10 teachers observed, 3 (ET62, ET52, BA5A1) interacted with pupils and got them engaged through picture talk (using pictures in the readers). 3 teachers (ET52, BA5A1, BA6B), interact and engage pupils by activating their background knowledge and prior experience related to text content. The 4 other teachers (MB62, MB52, BA6A1, BA5B) did not observe (3) these first two indicators or sub categories of activities. All the 10 teachers did not (3) reveal the lessons' objectives or establish the purpose of reading to the pupils and they also failed (3) to ask pupils to make

predictions of text from pictures or the texts titles. A new sub category of activities emerged in 7 of the 10 classes observed under others. These 7 teachers discuss or help pupils to learn the meaning of new words or vocabularies found in the text. This activity was carried on differently by the different teachers. 4 teachers (ET52, MB62, MB52, BA5A1) select words from the passage and discuss meaning with pupils before reading the text, 1 teacher (ET62) had selected words and gave to the pupils (as home work) to find out the meaning which was discussed in class before reading. 2 teachers (MB61, BA6A1) carried on this activity during reading by asking the pupils to read and pick out difficult words and together they discuss the meaning. 3 teachers (MB51, BA6B, and BA5B) did not observe this category of activities.

#### **4.2.2.2 Activities Carried out During Instruction**

The table below presents data during observation of classroom practices. They are a sub category of activities under the theme classroom organization and quality interaction which are indicators of activities that take place in a RC classroom during reading according to Leu & Kinzer (1987) ... This section continues to address the second RQ and also follows the three phase framework..



**Table 7: Observation Grid:- Classroom Activities During Reading**

INDICATOR	ET62			ET52			MB62			MB52			MB61		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Lead a read- discuss read cycle (Silent reading)-group work		X			X				X			X			X
Ask inferential questions to keep pupils on track and focus their attention on Important Points in the text (CLT)			X	X					X			X			X
Encourages discussion to increase Comprehension & speaking skill through meta cognition modelling/summary of key events			X			X			X			X			X
Encourage pupils to return to any prediction they have made before reading			X			X			X			X			X
Gives room for oral choral reading (reading aloud) to encourage fluency	X			X			X			X			X		
Arrange desks in rows and columns with enough space for movement. Attractive boards, Charts, and reading corner.		X			X			X			X			X	
Motivating groups and individual pupils during instruction			X			X			X			X			X
Teachers movement & role as mentor, guide facilitator to enhance RC competence		X			X			X			X				X
Efficient use of time on task and time for routine activities			X			X			X			X			X
Talk style (interrogative, persuasive, motivating, discussion)	X			X				X		X				X	

	MB51			BA6A1			BA5A1			BA6B			BA5B		
INDICATOR	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Lead a read- discuss read cycle (Silent reading)-group work			X		X			X			X				X
Ask inferential questions to keep pupils on track and focus their attention on Important Points in the text (CLT)			X			X			X		X				X
Encourages discussion to increase Comprehension & speaking skill through meta cognition modelling/summary of key vents			X			X			X			X			X
Encourage pupils to return to any prediction they have made before reading			X			X			X			X			X
Gives room for oral choral reading (reading aloud) to encourage fluency	X			X			X					X	X		
Arrange desks in roles and columns with enough space for movement. Attractive boards, Charts, and reading corner.		X			X			X			X			X	
Motivating groups and individual pupils during instruction			X			X	X					X			X
Teachers movement & role as mentor, guide facilitator to enhance RC competence			X			X			X			X			X
Efficient use of time on task and time for routine activities			X			X			X			X			X
Talk style (interrogative, persuasive, motivating, discussion)			X	X											

**Source:** Data collected from field during classroom

The data presented on table above shows that 5 out of 10 teachers (ET62, ET52, BA6A1, BA5A1, and BA6B) partially observed (2) the first activities *lead a read discuss read cycle...* Their observation is termed partial because they did not fulfil all the aspects in the sub category. 4 of the 5 teachers did not do silent reading and did not also assign pupils to any group work. 1 teacher (BA6B) did silent reading without doing any group work and discussion. The 5 other teachers (MB62, MB52, MB61, MB51, BA5B) did not observe (3) any aspect in this sub category.

1 teacher (ET52) asked inferential questions to enhance communication skill, 1 teacher (BA6B) partially observed (2) this aspect while 8 teachers (ET62, MB62, MB52, MB61, MB51, BA6A1, BA5A1, BA5B) did not observe (3) this aspect. All 10 teachers did not (3) encourage discussion among the pupils. In most cases, pupils either just answer the teachers questions when asked or they go straight to reading the text. No opportunity was given for peers to interact through discussion of events in the text.

The aspect of returning to predictions was not observed (3) by all the teachers because no predictions were made before reading. 1 teacher (BA6B) did not observe (3) choral oral reading (read aloud), 9 teachers observe (1) and even had this aspect done over and over with the whole class and individually. 9 teachers did not observe (3) motivation of pupils during instruction while 1 teacher (BA5A1) observe (1) motivation by clapping. All 10 teachers partially observe (2) arrangement done in the classroom. All desks were well arranged in rows and columns in all the classes. Some of the teachers have well-arranged and colourful blackboards partitioned according to different subjects. All the classes did not have charts and reading corner. 4 teachers (ET62, ET52, MB62, MB52), partially observed (2) their role as mentor /guide by their movement in the classroom to follow up pupils as they read. They did not however assign pupils to work in group for effective follow up. The 6 other teachers (MB61, MB51, BA5A1, BA6A1, BA6B, BA5B), did not observe (3) this subcategory of activities. They maintain their position in front of the class from the beginning to the end of the lesson. Time on task and routine time was not observed (3) by all the 10 teachers. No specific length of time was assigned or estimated for specific task during the lesson and the pupils were not given time to carry on any routine activity. 7 teachers observe (1) and interrogative talk a style to enhance communication or oral language while 2 teachers ( MB61, MB62 ) partially observed (2) interrogative talk style. 2 teachers (MB51, BA5B) failed to observe any of the talk style indicated on the grid. Their whole lesson comprise of just reading aloud over and over.

#### **4:2:3 Evaluation Practices Before, During, and After Reading**

*Category/ Theme: quality evaluation integration and engagement of pupils*

**Research Question Addressed:** *In what ways do quality evaluation, integration and engagement of pupils during instruction influence pupils' RC ability?*

This section presents and analyses the nature and quality of evaluation the teachers give to the learners during RC instruction. According to NSESPS (2000), EL syllabus is interdisciplinary and caters for the three domains of learning which are cognitive, affective and psychomotor. It also stresses the importance of the participatory methods. In line with this, section 39:1 of the 1998 law states that teachers shall be bound to teach, educate ... carry out assessment. Jr Leu & Kinzer (1987); states that, 'teachers are most effective when they have students' success at 80% or more'. Students' success can only be measured through evaluation. Evaluation in this study is limited to diagnostic, formative and summative which also cover the three domains of learning (Blooms taxonomy). This section also examines the nature of the assessment questions that could be inferential or objective.

**Table 8: Observation Grid:- Classroom Evaluation during and after Reading**

EVALUATION	DOMAIN	QUESTION	INDICATOR	ET62			ET52			MB62			MB52			MB61			
				1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Diagnostic Formative Summative	Cognitive	Inferential question	Ask pupils to tell in their own words important parts of the text			X	X					X			X			X	
			Arrange & summarize key events			X			X			X		X					X
			Judge the authors opinion & bring theirs			X			X			X			X				
	Affective	Inferential	Compare characters to real characters			X			X				X		X				X
			Compare events to real life events			X		X				X		X					X
		Objective	Answer true /false			X			X			X			X		X		X
	Psychomotor	Inferential	Debate/drama events			X			X				X			X			X
		Objective	MCQ, fill in the blank	X				X			X				X		X		

EVALUATION	DOMAIN	QUESTION	INDICATOR	MB51			BA61A			BA51A			BA6B			BA5B		
				1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Diagnostic Formative Summative	Cognitive	Inferential question	Ask pupils to tell in their own words important parts of the text			X			X			X			X			X
			Arrange & summarize key events			X			X			X			X			X
		Objective	Judge the authors opinion & bring theirs			X			X			X			X			X
			Match / Associate words to meaning			X			X			X			X			X
	Affective	Inferential	Compare characters to real characters			X			X			X			X			X
			Compare events to real life events			X			X			X			X			X
		Objective	Answer true /false		X			X		X			X				X	
	Psychomotor	Inferential	Debate/drama events			X			X			X			X			X
		Objective	MCQ, fill in The blank	X			X			X			X			X		

**Source:** Data collected from field during classroom

The above data shows that, 1teacher (ET52) asks cognitive and high level comprehension questions (inferential question), MB52 also asked pupils to orally summarize the key events in the text. The 8 other teachers did not (3) ask any question that covers the cognitive domain.

At the affective domain, 3teachers (ET52, MB52, BA6B) asked pupils to compare events in the text to real life events (2).The other 7 teachers did not (3) observe the aspects in this domain of learning. All the 10 teachers observe (1) the objective questions at the psychomotor domain.

## **4.3 INTERVIEW DATA PRESENTED AND ANALYSED ACCORDING TO THEIR DIFFERENT CATEGORIES**

In view of analysing the interview data, we have presented the different categories and themes that stem from the participants' responses. The results came from the readings, transcriptions, and the detailed examination of each participant's (teacher) data. As already discussed in chapter 3, the coding was done through the detailed study of the data corpus that permits the retrieval of themes pertinent to our study's objectives. Our study's main objective is to investigate and analyse primary school teachers' organizational strategies used in teaching RC and the on the pupils' RC ability.

### **4.3.1 Teachers' Perceptions of Reading Comprehension**

Teachers' perception entails what teachers know, do, and think about RC in relation to its importance or relevance to the pupils' academic and social life. It should be noted that this data has been adopted in the course of the research. This section comprises a group of 3 sub categories of questions also sustained by some probing questions that permits accurate findings. The codes include directly different elements retrieved from the different teachers' responses (vivo codes)

The first question requires the teachers to say what they know about RC or what it is to them. The respondents have different views of what RC is as shown in the excerpts;

***Q: according to you sir/madam, what is RC?***

*RC is the act of going through a passage, comprehend it and be ready to response to questions related to that passage... (ET62)*

BA6B has the same view as ET62. To her RC is for pupils to read text and answer questions

*RC is when you give a text for pupils to read and answer questions*

To MB61 and BA6A1, RC is reading and understanding a text. BA6A1 however added that RC is a part of EL

*RC is part of EL that we teach to enable pupils to be able to read and understand*

On the other hand, MB62 thinks that RC is a way to make children know how to read or express themselves in reading a text.

*(Cough) RC is the RC is a way to make the children know how to read, to express themselves in reading... a text, (so) to express themselves...*

From the presented data, 2 out of 5 teachers (ET62, BA6B) respondent say RC is just reading a text and answering questions. To 2 others (MB61, BA6A1), RC is for pupils to read and understand text, while 1 teacher (MB61) thinks that RC is a way to make children express themselves in reading texts.

The 5 teachers have different opinions about the importance of RC to their pupils' academic and social life. ET62 responds;

***Q: what impact does RC have on your pupils' academic and social life?***

*Academically, it helps to improve the children's vocabulary and equally helps to improve their understanding (ya), socially, it helps them it helps them some of the topics helps them to interact in the society*

*To him, it helps to improve the pupils' vocabulary and also helps them to interact in the society*

*It helps them in reading and speaking English (hmmm), ya and to make them to understand how they can go about eee... day to day activities (MB62).*

*It develops the ability eee....(pause) the ability to read and understand (yes), issues of the facts...(MB61)*

MB62 thinks RC will help the pupils to read and speak English and will be able to do their daily activities; while MB61 thinks it will develop reading and understanding. To BA6B, RC helps the pupils to interact with others and also to read other subjects.

*RC helps the children to be able to read any passage or any magazines, newspapers that they may come across. It enables them to be able to see and arouse their interest in reading (ya) so much so that f a child sees anything, the child will be able to read and understand.*



MB61 and BA6A1 re-iterate the idea of reading and understanding as an impact of RC. BA6A1 also talks about arousing the pupils' interest in reading just any article found in any document.

All the 5 teachers recognize the importance and the necessity to teach RC regularly on weekly bases.

### **4.3.2 Teachers preparation of RC Lesson before Instruction (Didactic Transposition)**

This section is guide by a group of 4 questions intended to complete the observation data on the teachers effectiveness in didactic transposition of RC as recommended by NSESPS (2000; P; iii-iv) and addresses the first RQ. It is also intended to get the teacher's opinion about the necessity for using variety of didactic materials and how they prepare and use them as also recommended in P: 18.

**Category /Theme:** *Didactic Transposition (preparation & planning)*

**Research Question Addressed: RQ1:** *What effects do didactic transposition (preparation and planning) and the mobilization of quality didactic materials have on pupils' RC ability?*

**Q:** *How do you organize, prepare and plan your RC lesson before instruction?*

All the 5 teachers have diverse answers to this question. ET62 responds;

*Yes before instruction I do that by first I choose a topic (yes), and then I prepare my lesson in the lesson note book (ET62).*

*I make sure the children sit quietly in class (pause) to to pay attention and to listen to instruction given to them in class (suspense for probing)*

**PQ** *Yes I mean, when I talk of preparation I mean in terms of preparing your schemes of work, your didactic your lesson notes and plans*

*I do it weekly (yes), I do RC weekly. That iss ee I use text books (yes) I don't only use one text book to prepare RC and use eeem pictures at times I use charts, associate lessons (MB62)*

After moving away from the question though guided by probes and prompts, MB62 finally arrived at the responds that she organizes or plans her RC lessons only with different text books. MB61 plan and prepares from the grammar aspect of or reading aspects of the curriculum and after probes and prompts from the researcher, he reiterates the importance of the national syllabus from where he works directly. He added that the syllabus s accompanied by text books from where he gets the RC passages. MB61 speaking;

*Eeeeh I select the passage (hmm), the passage that may come from the reading aspects of the school curriculum or the school syllabuses (yes), it could be n science, it could be in Mathematics, it could be in Geography (ya); and I prepare them, I select the words, words (yes), I select those language aspects that are within the reach of the children (yes).The RC passage should be within the reach of the children*

**PQ** *So where do you get this passages and even the program?*

*Eeeem from the national syllabuses(yes), the national syllabus is our daily guide(ya), and the text that has been prescribed by the ministry in primary...most of this text books most of the text books have comprehension passages (ok).*

BA6B also goes out of the question topic but guided by probes. To her she plans by preparing teaching aids, like charts and pictures and she prepares her lessons from the readers.

*At times I keep them iin groups (I mean before before instruction how do you prepare your lessons in terms of planning, how do you do)? I look for teaching aids like drawing pictures and charts. (so where do you get the RC topic you break to teachable units?) From the readers. (BA6B).*

BA61A responds; *OK, to organize the reading lesson, we use to plan with our lesson notes first, then you look for your material, that is didactic materials that you are going to use (yes),may a picture in the text that arouses the interest of the child to the lesson.*

**PQ:** *So where do you get the topics from?*

*RC topics we get them from the national syllabus and then the schemes of work then you break them to teachable units to teach the children.*

Unlike the other teachers, BA61A starts breaking down RC topics from the syllabus, the schemes and plans the lesson while preparing the didactic materials alongside. 3 teachers (ET62, MB62, BA6B) get the topics directly from the readers to plan their RC lessons.

*That isss, I use books textbooks I don't only use one textbook (ya), I use two text books, different text books, at times I use chars to associate it ( for MB62&ET62)*

***PQ so you follow the units in the text books?***

*Yes the units...from the readers (BA6B)*

All the 5 teachers are of the opinion that the use of didactic materials in teaching RC is necessary but vary in their different reasons. According to 4 teachers (ET62, MB62, MB61 BA6B), children learn better when they see didactic materials like pictures.

***Q: Is it really necessary to use didactic materials when teaching RC? WHY?***

*Yes it is necessary because children learn when they see, when they see they really understand. Yes it helps them (for MB62, ET62, MB61, and BA6B)*

To BA6A1, it is necessary to use didactic materials in teaching RC because they help in explaining things the children cannot understand in the passage. She further explains that pictures and even the text itself are didactic materials.

*I can say yes it is necessary. Didactic materials are very necessary especially when it comes to RC because first, we use the pictures; we use the text itself (yes). So it is good and necessary for you to have those things for the pupils to work, sometimes it will be difficult words in those passages that you have to give them, then you first of all you explain and discuss the difficult words first, they go to the pictures and explain anything they cannot understand from the picture then you can know that you need to explain on the board.*  
BA6A1

MB61 reiterates that pictures and even the text itself are didactic materials according to this excerpt below;

*Because the children learn better if they.. With the use of didactic materials (so what are..) that's why you cannot teach RC in that the text itself the text itself is a didactic material (ya) and on the text there are pictures (ya) and there are certain things on the pictures that*

*you want the children to get some ideas or discuss pictures (hmmm) if it is not there, then the children will not, it will be abstract.*

**Q:** *So what are some of the didactic materials that you use?*

*We look eeh the (pause) they have pictures in their text. Most of the RC passages in their text carry pictures and sometimes in some cases I use real objects related to the topic....( a car passing) ET62*

All the 5 teachers say that they prepare charts, pictures, and real objects related to the text as explained by ET62

### **4.3.3 During Reading Activities**

This section of the interview data is intended to complete the observation data on quality interaction, engagement and classroom organization. Interaction and engagement of pupils is collected from questions on teaching strategies. In this case the teachers explain the strategies and methods they use to get the children engaged in the lesson and how they make the class interactive. While we consider questions on classroom organization as part of the organizational strategies in teaching RC in the case of our study, this section as shown on the observation data (4:2:2) above, addresses the second RQ. Its category of questions is based on classroom organization, teaching strategies, and integration strategies.

**Categories / Themes:** *Classroom organization, integration and engagement of pupils*

**Research Question Addressed:** *To what extent do classroom organization, quality integration and engagement of pupils during the didactic situation influence pupils' RC ability?*

#### **4.3.3.1 Data on Classroom Organization**

It was important for the teachers to be cognizant about classroom organization as a relevant organizational strategy used in teaching RC. 4 out of 5 teachers say they organize their pupils to sit in group while 1(MB61) maintains the pupils sitting position during RC lessons. Teachers however differ in their reasons for keeping pupils to work in group.

***Q: How do you organize your class before and during RC instruction?***

*Eeee I make sure that eer each pupil has eee a text (yes) and even those who don't have I make sure I pair them with those that have so that eee the lesson proper should really be effective (ET62)*

*When we do the reading we organize our class, first we can do it in group or (yes), or we organize the class to, sit in group or we can leave the children to sit individually. But most often we always organize to sit in group because most of the children don't have text books, so you keep the child by the (so your reason for putting..) other pupils text since they don't have theirs BA6A1 in the same opinion with MB62.*

For BA6B, pupils are organized in group to read for the others to see.

*I organize them, I keep them in group, I share them in groups at times.*

***PQ And so what are the different activities that go on within the lesson?***

*The activities at times, one group will come to present the ee to read the passage (hmm), to answer the questions for the others to see.*

According to ET62, organizing his classroom will in getting the children engaged in the lesson.

***Q So what is the purpose of your choice of organization?***

*To make sure that every pupil in class should be part of the lesson*

To MB62, keeping the children in group will help them to assimilate better.

#### **4.3.3.2 Teaching and Integration strategies**

Still addressing the second RQ, this sub category of questions aims at getting the teachers knowledge of RC teaching and learning strategies and how they use the strategies to scaffold pupils during a didactic situation.

***Q: What are the strategies you use in teaching RC?***

The teachers' uses of RC strategies vary according to this data. For example ET62 responds;

*One of the most important strategy I use for one is that I make sure that I sort the difficult words from the passage((yes) and I ask the children to study those words , the meaning of those words and equally how to spell them so that during the lesson proper, reading will not be a problem*

From the above presentation, ET62 sorts and discuss difficult words with pupils as a strategy that enhances understanding of the text. MB62, MB61, BA6B, use individual and whole class lead /read strategy. The excerpt below by MB62 speaks for them.

*The first thing I do is that I ask the children to be silent in class, pay attention, and then I ask them to read the text. That's my first strategy, I use that one to see how far the children can read and understand, how they can bring out words especially pronunciation. Yes that's the first one there. I I I ask the first child read, after that, I appoint another one, and assign another one, then I the teacher, and I read third or fourth person. Then I ask the whole class to read.*

In addition to the above, BA61A carries on before reading strategies such as, observing pictures and answering revision questions.

*We use text books, we use pictures as I have said, the blackboard as I have said, and the teacher reads, the children read. There are so many strategies that we have..*

**PQ Are there not some activities that you do before the children start** (*yes we have activities*). **What are those activities?**

*We have activities that we do before we get into reading proper (**proper**) yes like observing the pictures, we introduce through revision by asking revision questions*

BA6B's own strategy is for the pupils to read individually for others to listen.

*Strategies that I use in teaching (RC) RC (yes) At times I will call 1 child to come and stand and read for others to listen.*

**When ask the question (Q) how do you identify pupils with weak RC ability in your class?**

3 teachers (ET62, BA6B, and BA6A1) explain that they call pupils to read in groups or individually in order to identify those with weak RC ability. This is what ET62 says;

*Eeeee there are sometimes because normally I always ask them to read in groups, in pairs and sometimes I ask them to read in rows. Sometimes I point some of them to read individually. The point is that you the teacher you have to be attentive in class and you listen while they reading. You will discover that some of them are chewing their mouths (yes), so in such situation is very difficult to pick out that child who is ready to work.*

To ET62, teachers have to be attentive in class while pupils read in order to be able to identify those who do not actually read. BA6A1 explains that even from the reading topic you can identify a weak child when you ask him/ her to start reading.

*From the reading itself when you ask a child to read may be just the topic of the passage (yes), sometimes the child will not be able to read the topic (hmmm) and when you blend them in groups, others will read and you will quickly identify them.*

MB61 explains that weak pupils can be identified only after the evaluation

*Eeeem (thinking) weak RC abilities, that(yes) s after the evaluation(ya), after the evaluation(yes) now I will begin to identify that this child cannot read the passage.*

MB62 complains on the other hand about the pupils not being able to open their mouths even to talk or to pronounce.

*Some of them cannot pronounce, some cannot even open their mouths to talk. Sooo... when you find out more detail, they don't even know" abc", so I am force to teach "abcd" in class so that the children can also identify.*

All the teachers apart from MB62 also explain that, they help the weak ability pupils by giving them remedial classes.

***Q: So how do you help the weak ability pupils?***

*Eeeeh there are sometimes that we encourage them to read over and read previous passages that will help them to read and then sometimes we organize eeeh refresher classes for those particular ones who have reading problems. ET62*

In addition to remedial classes, ET62 encourages pupils to read over previous passages. BA6B and BA6A1 categorically give remedial classes to weak ability pupils.

*I do remedial classes with them (BA6B).*

*Through remediation (Come again), Remediation (BA6A1).*

BA6A1 goes further to explain how she goes about the remedial classes

*You help them through remedial teaching may be you get them out of the group now and you give them extra work may be short sentences or words(yes) and you help them to read with you may be at ordinary time not at class time.*

Unlike all others, MB62 starts teaching “abcd” to the pupils.

*... I am force to teach “abcd” in class so that the children can identify.*

#### **4.3.2.3. Quality Evaluation and Integration of Methods during Instruction.**

This phase is intended to complete the observation data based on activities carried out before, during and after reading. It is basically concerned with the presentation and analysis of teachers’ quality of evaluation and their knowledge of the use of methods (NPA&CBA) in teaching RC. This phase also addresses the third RQ thus;

##### **Category/ Theme: Quality Evaluation, Integration and engagement**

**Research Question Addressed:** *In what ways do quality evaluation and integration of teaching approaches during RC instruction influence the pupils’ RC ability?*

It requires the teachers to explain how they evaluate their pupils on RC and at what stage of the lesson they do evaluate them. Data reveals that 4teachers (ET62, MB62, BA6B, BA6A1) evaluate their pupils at the evaluation stage, while MB61 evaluate at the consolidation stage.

*You know reading itself have stages so the evaluation comes at the evaluation stage BA6A1 in the same opinion with BA6B, ET62.*

*At the evaluation stage where the children sit and you test them to see whether the children are really following up the reading text MB62.*

These 4teachers also give pupils both oral and written evaluation following the text content.

*Eeeeh we evaluate them sometimes orally or we evaluate them writtenly. We equally give them open ended and close ended question, we also give them eeeh we ask them we*



*evaluate them with questions which does not necessarily ties with the topic OK(ya) but ee sometimes moral questions.*

MB61 on the other hand evaluates pupils based on the grammar aspects found in the passage

*--- they could be eeh written (yes,sir), they could be written depending on the depending on what I want hem to do, on the aspects of language that I want to get them to get from the passage(yes sr), hmmm, it could just be oral (yes sr), to get their how their speaking ability (ability ya), their speaking ability in the, it could be written to see how they can collect information and and and reproduce.*

***PQ Do you also give them inferential questions?***

*Inferential questions.....( thinking) yes (ya) is an aspect of good development of the children.*

Finding out from the teachers how the integrate other EL skill in their RC lessons, MB62 says;

*Eeeh ya it is difficult because when we want to really implement it, it is difficult because we don't have materials like pictures and charts.*

MB62 like the other teachers complain about the lack of materials that cause difficulties in integrating EL skills in teaching RC. To ET62, he integrates skills by making the children attentive and encouraging them to read other things they see around them.

*I make surre that the children are attentive and I make sure that the children are attentive and then eee I encourage them to read whatever they see around them even if it should not necessarily be eee their RC passage.*

MB61 integrates skills by asking pupils to read and he interrupts from time to time for others to read.

*Other language skills like reading, writing, and speaking but I can call ooonn a child to read or call on them individually, they read a passage, as they read, I stop the child, interrupt at a certain point and tell another person to continue.*

BA6B and BA6A1 integrate writing by giving dictation exercise from the passage, conversation or dialogue for speaking skill.

*... (pause) writing will come in when I can take dictation passage from the RC.... BA6B.*

*Just may be to converse the text that you give them, may be dialogue communication without reading orally through conversation, yes through conversation like you first of all ask the children may from somewhere. BA6A1*

Another aspect of integration is the integration of teaching approach (CBA). To the teachers, CBA is a child centred approach, so the teacher guides the pupils, to BA6A1, CBA can be integrated to RC lesson from the comprehension of the lesson. See their respective excerpts;

***Q How do you integrate the CBA into your teaching of RC?***

*....(pause) Competent Based Approach is a child centre approach for children to work, you the teacher are just there to guide them BA6B*

In this explanation BA6B did not say how she integrates. BA6A1 continues thus;

*From the objectives you know that teaching this time goes with the objectives. So with eer the reading you look at the objectives and the objective of RC is just the comprehension. First just the understanding of the child .So from the passage you will evaluate the child based on the objective whether it is attained.*

MB62 finds integration to be a difficult task because the children can neither read, nor speak, nor write. She explains below;

*If a child cannot speak, cannot read, cannot write, it is difficult. So I make sure that a child can struggle to read, that child now will be able to answer questions in RC text. This will help the child to move forward.*

Again to MB61, CBA centres on children and what they are able to do.

*Competent?(thinking) Competent Based yes (still thinking) competent based Approach centres on what the children are able to do and what they can do....*

**Table 9: Process of Data Analysis**

	<b>Cleaning up</b>	<b>Data familiarization</b>	<b>Data organisation</b>	<b>Thematic analysis</b>	<b>Theorize data</b>
The process of qualitative data analysis used in the study	Review of research goal and objectives, research questions and research hypothesis	- Preparation of observation grid Interview guide Notebook for other information (memos) -Reading observation data over and accompanying video -Listen to interview Writing short description about data	-Reading through data several times -Transcribe data -Codify and categorise data -Classify data according to issues related to research questions	-Read data and relate to particular issues -Generate patterns and categories -Go back and forth of data to test categories	-Relate different themes and categorise to theories used in the study
			Formal analysis		
	Informal analysis				

**Source:** Author

## **4.4. PRESENTING AND ANALYSING THE RESULTS OF THE PUPILSS ABILITY TEST**

### **4.4.1 Entry Behaviour to the ability test**

It requires the researcher to activate the pupils' background knowledge and /or prior experience in order to link them to the text and questions that follow. To do so the researcher opens up a discussion / question and answer session.

- Who has ever been sick or has ever been around a sick person?
- What is it usually advisable to do? Go to the hospital.
- Who do we consult at the hospital? We consult the Doctor.
- What would the doctor do after consultation? Prescribe medicines.

- What is usually advisable to do when you have to start taking the medicine? Read the instructions carefully.
- What are some common instructions usually written for patients to follow when taking treatments? The doses, the time, how to take them, the age etc.

Now read the instruction on the medication paper carefully and answer the questions that follow.

#### **4.4.2 Set of Cognitive Questions**

Cognitive is related to conscious intellectual activities such as thinking, reasoning, remembering. According to Oxford Learning, cognitive learning is the function based on how a person processes and reasons information. It revolves around many factors including problem solving skills, memory retention, thinking skills, and perception of learned materials. Section "A" of this test requires the learners to use their perceptive and thinking skills actively to construct new knowledge from the text. The task on this section is rather objective and requires the pupils to match individual words used in the text to corresponding words with similar meaning (see appendix IV).

**Read the instruction labeled on medicine bottles carefully and do the exercises that follow.**

**SECTION A: Match each word in group A to that which has a similar meaning in group B.**

#### **Group A**

Exceed  
Relieve  
Giddy  
Symptoms  
less than

#### **Group B**

younger than  
Sleepy  
signs  
make better  
more than

ET62					ET52					MB62					MB52					MB61				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
G	BA	W	W	BA	G	VG	W	VG	W	AV	W	BA	AV	AV	W	BA	BA	G	W	G	G	BA	G	BA
4	3	4	3	0	3	1	4	4	3	3	2	2	3	3	1	0	1	1	1	0	3	2	2	1

MB51					BA6A1					BA5A1					BA6B					BA5B				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3	2	2	4	2	3	4	5	2	2	2	3	4	2	2	1	2	2	2	2	2	3	2	1	2
A	BA	BA	GD	BA	A	G	VG	BA	BA	BA	AV	GD	BA	BA	W	BA	BA	BA	BA	BA	AV	BA	W	BA

The scores are on 5. In ET62 class, 1 pupil has (GD), 2 have BA and 2 others have WK giving a **1 out of 5** pass in that section. In ET52 class, 2 pupils have VG, 1 has GD, and 2 have WK, giving **3 out of 5**. 3 pupils in MB62 class have AV, 1 is BA and 1 other is WK, making a **3 out of 5** pass.

2 pupils in MB52 are WK, 2 are BA, and 1 is GD, giving them **1 out of 5** pass. In the MB51 classroom, 3pupls are BA, 1 is AV, and 1 is GD, making **2 out of 5**. BA6A1 has **3 out of 5** with 3BA pupils, 1AV, and 1 GD. For BA5A1, 4 pupils are BA, and 1 is WK, giving a **0 out of 5**.

And for BA6B, 4 pupils are BA, and 1 is WK giving them **0 out of 5** while BA5B has **1 out of 5** with 1 AV, 3BA, and 1 WK.

**SECTION C:**

The researcher intends to test the pupils' ability to actively construct knowledge using their points of view. In other words, how they are able to assimilate new information to existing knowledge. The questions requires the pupils to use their inferential reasoning in problem solving by relating the text content to real life situation and with the help of their background knowledge (see appendix).

**Instruction:** *Read the instructions labelled on the second bottle carefully and in your own words, answer the questions that follow.*

- 1) Why do you suppose the remedy is called cure all? .....
- 2) What is meant by consult a physician? .....
- 3) Suppose you are left to take care of your sick sister who takes this medicine. What would you do if she shows other signs or symptoms? .....
- 4) Suppose your weight is 63Kg, how much can you take in one day? .....
- 5) Why must all medicines be kept out of reach of children? .....

ET62					ET52					MB62					MB52					MB61					
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	2	3	2	2	2	2	0	4	2	0	0	2	0	1	1	1	1	1	0	0	1	3	4	3	3
W	BA	AV	BA	BA	BA	BA	W	GD	BA	W	W	W	W	W	W	W	W	W	W	W	W	AV	G	AV	AV

MB51					BA6A1					BA5A1					BA6B					BA5B				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	1	1	3	0	1	1	3	2	2	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0
W	W	W	A	W	W	W	A	BA	BA	W	W	W	BA	BA	W	W	W	BA	W	W	W	W	W	W

In ET62 class, 1pupil is AV, 1 is WK, and 3 are BA making a **1 out of 5 pass**. In ET52, there is 1 GD, 3 BA, and 1WK making **1 out of 5 pass**. All the pupils of MB62 and MB52 are WK, giving them both **0 out of 5 pass**. 3 pupils in MB61 are AV, 1 is GD, and 1 is WK. Like MB61, MB51 has **1 out of 5** with 4 WK and 1 AV while BA6A1 also with **1 out of 5** has 2 WK, 2 BA, and 1 AV. BA51, BA6B and BA5B all have **0 out of 5** with both WK and BA pupils.

### 4.4.3 Psychomotor Domain

The psychomotor domain is concerned with "doing" or "physical action". In the case of this study the researcher intends to test the pupils' ability to put what they have read into practice in order to check their competencies as recommended by the CBA. For the sake of time the pupils had to write out what they could have done if they were in a real life situation. The questions however are objective and require the pupils to select correct answers from the brackets and fill the blank.

**Section B: Instruction; *choose the correct answer from the brackets and fill the blank: Assume that you and your younger brother or sister has to take the medicine in the absence of your parents.***

For which illness could you take this medicine?..... (Malaria, cold, typhoid)

How much could be given to a one year old child? ..... (1teaspoon, nothing, 2teaspoon)

What is the most a three year old child can take? ..... (1teaspoon, 4teaspoon, nothing)

For how long could this treatment last?..... (24hours, 5days, 1day)



ET62					ET52					MB62					MB52					MB61					
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
GD	AV	GD	AV	W	AV	W	GD	GD	AV	AV	BA	BA	AV	AV	W	W	W	W	W	W	AV	BA	BA	W	
1	2	3	2	2	2	2	0	4	2	0	0	2	0	1	1	1	1	1	0	0	1	3	4	3	3
MB51					BA6A1					BA5A1					BA6B					BA5B					
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
2	2	2	2	2	2	2	0	3	2	2	1	0	2	0	4	5	1	1	1	1	1	3	2	1	
BA	BA	BA	BA	BA	BA	BA	W	A	BA	BA	BA	W	BA	W	G	VG	W	W	W	W	W	A	BA	W	

In the ET62 class, 2 pupils are GD, 2 are AV and 1 is WK, making **4 out of 5**. Like ET62, ET52 has **4 out of 5** pupils success in this domain with 2GD, 2AV, and 1 WK. MB62 has **3 out of 5** with 3 AV pupils and 2 BA. In the MB52 classroom, all the pupils are weak in this domain making **0 out of 5**. MB61 has **1 out of 5** with 3BA, 1AV, and 1 WK. MB51 has **0 out of 5** with 5 BA. BA6A1 has 1 WK, 1AV, and 3 BA pupils making **1 out of 5**. With **0 out of 5**, BA5A1 has 2WK and 3BApupils. BA6B has **2 out of 5** with 1GD, 1VG, and 3WK. and lastly BA5B has 1AV, 1BA, and 3WK making **1 out of 5**.

#### **4.4.4 Affective Domain**

The affective domain of learning has to do with emotions, attitudes and values. The researcher intends here to verify pupils' affective skills through the receptive, responsive and valuing categories of the domains. They are therefore required to objectively acknowledge, answer, or appreciate by the use of true or false.

**SECTION D: Confirm or reject the statements below by writing either TRUE or FALSE in the spaces.**

- 1) It is usually advisable to go to the hospital when we are sick. -----
- 2) At the hospital we consult a doctor or physician. -----
- 3) We must not read the instructions before taking our medicines. -----
- 4) We can continue taking our medicines when symptoms of illness continue. -----
- 5) Our medicines could be kept for children to play with so that they don't cry. -----

ET62					ET52					MB62					MB52					MB61				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3	3	3	3	2	4	3	2	4	3	3	2	2	3	4	2	1	1	3	2	3	3	4	3	2
AV	AV	AV	AV	BA	GD	AV	BA	GA	AV	AV	BA	BA	AV	GD	BA	BA	BA	AV	BA	AV	AV	GD	AV	BA

MB51					BA6A1					BA5A1					BA6B					BA5B				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3	2	3	3	2	3	3	4	4	4	1	4	3	3	4	3	2	3	0	4	2	2	3	0	3
AV	BA	G	AV	BA	AV	AV	G	G	G	W	G	AV	AV	G	AV	BA	AV	W	G	BA	BA	AV	W	AV

In the ET62 class, 4 pupils are average, and 1 is BA making a **4 out of 5**. ET52 also have **4 out of 5** with 2GD, 2AV and 1 BA. MB62 has 1GD, 2AV, 2BA making **3 out of 5** while MB52 has **1 out of 5** with 1AV and 4BA. Again MB61 has **4 out of 5** with 3 AV, 1 GD and 1 BA. MB51 has 3AV and 2 BA making **3 out of 5**. BA6A1 has **5 out of 5** with 3GD and 2AV, BA5A1 also has **4 out of 5** with 2GD, 2AV, and 1WK. BA6B has **3out of 5** with 1GD, 2AV and 2 BA. And lastly, BA5B has 2AV, 2BA, and 1WK making **2 out of 5**.

## **CHAPTER 5: INTERPRETATION AND DISCUSSION OF FINDINGS**

In this chapter, we are going to interpret and discussed findings of the research based on analysed data and come to a conclusion of the entire research study. We will be guided by the following sub-headings:

- ❖ Summary of findings,
- ❖ Interpretation of findings,
- ❖ Discussion of findings,
- ❖ Implication of findings,
- ❖ Recommendations,
- ❖ Limitations of the study,

### **5.1 SUMMARY OF FINDINGS**

As discussed in chapter 3, data from the observation of classroom practices and teachers didactic manuals, informal discussion with the teachers, and the semi structured interview were gathered with the aim to find out organizational strategies used in teaching RC from the view of the participants, while the test is used to justify the validity of the problem presented in the current study. The table (10) below presents a summary of the research findings in relation to the present study's Research Questions.

**Table 11: Summary of findings**

RESEARCH QUESTIONS	SUMMARY OF FINDINGS	INTERPRETATION
<p><b>Adopted From Data-</b> How would primary school teachers' knowledge And perception about RC affect Pupils' RC ability?</p>	<p>Reading and understanding Text to answer questions. Necessity to teach RC regularly. Prepares at most 3 lessons in 5 Months. Acknowledges RC impact on Pupils' academic and social life.</p>	<p>Teachers understand that RC involves reading to get meaning and understanding only to answer questions. But literature in this study says it cuts across every subject area (see also 5:1:1). Teachers say in the interview that RC should be taught regularly. Teaching regularly means planning regularly. But teachers plan or prepare at most 3 lessons in 5 months as shown by the observation data (4:3:1). That is, they do not plan regularly. Teachers acknowledge the importance of RC to pupils' academic and social life but their views are different. All the teachers do not know that apart from classroom it can help pupils to read authentic documents (see NSESPS: 2000) out of school and also help them to interact well in the society. <b>Guided Concept:</b> schema concept.</p>
<p><b>RQ1:</b> What effect do didactic transposition and mobilization of didactic materials before instruction have on the</p>	<p>Teachers' didactic manuals not up to date. Convey knowledge from text book to pupils. Acknowledge the necessity to use didactic materials when teaching RC.</p>	<p>Primary school teachers are not aware of the transposition process of RC. They either do not have schemes for EL/Reading, or they have incomplete schemes. So they are not able to organize RC instructions and this consequently leads to obstacle in their relationship to knowledge (Vergnaud: 2001). <b>Impact:</b> pupils only memorise and apply knowledge from the class readers? Have difficulty in reading and understanding other authentic documents and relate to real life situations (see analysis of test results). They cannot identify meaning of words used in the text from</p>

<p>pupils' RC ability?</p>	<p>Failure to use didactic materials when teaching.</p> <p>Pupils cannot match words to meaning</p>	<p>previous phrases or their own background knowledge.</p> <p><b>Guiding concepts-</b> Didactic transposition, Didactic engineering, and Epistemological obstacle.</p> <p>CBA requires real life situation in the classroom, this can be achieve with the help of concrete didactic materials. Didactic materials help the pupils to show their savoir faire from what they learn from the text.</p> <p>Teachers acknowledge the use of didactic materials, according to interview but did not use any material during classroom practices.</p> <p><b>Guided concept:</b> Didactic Contract.</p>
<p><b>RQ2:</b> To what extent do classroom organization, quality interaction and engagement of pupils during instruction influence pupils' RC ability?</p>	<p><b>Activities before reading;</b></p> <p>Teachers do not activate background knowledge or prior experience; they do not ask pupils to preview text from pictures or title.</p> <p>The teachers do not establish the purpose of reading or making clear objectives of reading to the pupils.</p> <p><b>Activities During Reading;</b></p> <p>Oral reading against silent reading. No Peer interaction through group work.</p> <p>Good Classroom Organization but</p>	<p>Teachers don't observe before reading activities in order to get pupils involved and participate actively in learning in order to widen their understanding ability. According to literature cited below, children are curious and are responsible for their own learning in order to discover new understanding.</p> <p><b>Lit Review:</b> Leu &amp; Kinzer: (1987), UNESCO- Namdi (2005), Duran Johnson Esq: (2014/2015).</p> <p><b>Guided Concept:</b> Constructivist Concept; Schema Concept.</p> <p>Teachers did not assign pupils to work in small group to encourage interaction and socialization through collaborative learning. This means teachers are not aware of the principle of MKO &amp; ZPD (cognitive process developed through socialization) that is, where pupils learn from their peers.</p> <p>TESOL 2013/15 says reading aloud is not RC but meant for testing pronunciation and fluency.</p> <p>Physical classroom lay out is partially observed by the teachers in arranging desks in rows and columns. ON the other hand there are no charts or information boards, no classroom library or reading corner to cultivate reading habits in the pupils.</p>

	<p>with time mismanagement and no teacher scaffolding.</p> <p>Pupils cannot in their own words answer cognitive/ inferential questions (see section C of the test).</p>	<p>Ontario (2014/15) says, physical classroom layout support learning and is considered as part of effective planning.</p> <p>Also, Namdi (2005) says, classroom environment is one of the key elements enhancing children’s learning to read.</p> <p><b>Guiding concept;</b> Social Development Concept?</p> <p><b>Impact:</b> pupils cannot create a liaison between their prior experience/background knowledge to the text content</p>
<p>RQ3-In what ways would quality evaluation and integration of approaches during instruction affect pupils’ RC ability.</p>	<p>Evaluation through the three domains of learning.</p> <p>Teachers do not ask inferential questions.</p> <p>Teachers do not integrate teaching approaches (CBA/NPA) to RC instruction</p> <p>Pupils can only manage to answer objective questions that require them to choose from list of answers. They are not inferential.</p>	<p>Objective questions do not encourage thinking and reasoning in pupils. On the other hand, inferential questions give opportunity to think or reason in order to criticize, make opinions summarize. It gives room for the integration of other language skills like speaking (conversation, debate, drama,etc), listening through storytelling, conversation, reading aloud, Writing through composition, summary, guided writing. Learning becomes dynamic and moving pupils away from text book to a real world situation created in the classroom or within the school.</p> <p>This will make teaching/ learning pupils centred as required by NPA.</p> <p><b>Impact:</b> Pupils memorize, apply or reproduce through objective questions from the text. Teachers are ignorant about the teaching approaches.</p>

**Source:** Data collected from field and authors interpretations

The summary above outlines the core ideas of this current study and at the same time high light main issues in the study that need to be addressed.

## **5.2 INTERPRETATION OF FINDINGS**

### **5.2.1 Teachers Perception of R.C**

To summarize briefly, this section interprets findings on the elements and sub elements constituting the participating teachers perception on RC and its indispensable importance to the English curriculum and the pupil's academic and social life. All the teachers acknowledge that RC has an impact on the pupils' academic and social life, thus the necessity to teach it regularly. Theoretical and practical issues on RC show that in school reading more than all other things, cuts across every subject area. (Leu & Kinzer: 1987, NSESPP: 2000, UNESCO: 2005, Adenji & Omale: 2010, Ephraim: 2009, Wiki Media Foundation: 2017) Reading goes beyond pronunciation to deriving meaning. It goes beyond decoding symbols and involves understanding (see also NRP: 2000, UNESCO Module: 2003). Although the teachers are all aware of the importance of RC and the necessity to teach it regularly, their perception of RC differ from one another. From the analysis we notice that two of the teachers' perception of RC is limited to reading text to answer questions. One of them thinks RC is a way to make children express themselves in reading. This finding therefore indicates that teachers in this study do not recognize meaning and understanding as indispensable component of reading as shown by the above literature. Never the less, 2 of the teachers think that RC is reading and understanding a text. It can be interpreted therefore that the teachers are aware that reading involves meaning and understanding. Classroom observation data on the other hand reveals that teachers do not promote understanding when teaching RC. 9/10 of the teachers only observed oral reading and had it belaboured while the other RC strategies are ignored.

The findings of the interview analysis indicate that all the 5 teachers acknowledge the importance of RC and the necessity to teach it regularly. This may mean that each teacher prepares and teach RC on weekly bases. Observation analysis on teachers' didactic manuals the contrary reveals that, all the 10 teachers do not prepare RC lessons on regular bases before teaching. 4 out of 10 of the teachers had prepared only one lesson between September and February (within 5 months), 3 of them have prepared 2 lessons, and 2 others have prepared 3 lessons. One of them according to the data did not present any didactic manual for observation. Informal discussion with the teachers reveals that, teachers are supposed to write five lesson notes a week (following instructions from the pedagogic inspectorate of basic education), also according to NSESPP (2000), EL lessons should be



prepared and taught every day. To the teachers, the above justifies why they cannot prepare lessons for RC every week. The teachers also complain that it is not possible for them to prepare notes on the different language skills within a week. However the record of work book for each teacher shows that RC is taught regularly. This findings in our study is oppose to that revealed in the literature review of the present study that, for teachers to be effective, reading instruction should be carefully planned and supported by careful classroom organization (see literature review: 2.4.3.1...) In addition, Leu & Kinzer (1987) says a good factor of organization is being prepared. This means organizing lessons, preparing questions, preparing materials and exercises. According to Ontario 2014/15 Guide (see literature review), teachers of primary school grades have the responsibility for providing systematic instructions that lay the foundation for the students to become proficient readers. It was also evident that acquiring some subject knowledge is the primary goal of teaching. Findings in the present study on the teachers perception of RC and it's indispensable importance to the pupils academic and social life reveals that, all the teachers but two limit its importance to reading and understanding given passage to answer questions and to speak EL. The 2 other teachers re iterate the fact that reading (and EL as a whole) cuts across every subject areas as stipulated Leu & Kinzer (1987), NSESPS ( 2000), NRP ( 2001) . This can also lead to the interpretation that the teachers lack the knowledge base of the subject. According to Vergnaud 2001, and Mac CLELLAN &SODEN (2003), teachers are considered as experts in promoting learning. Expertize according to these literature is the possession of an organized conceptual and procedural knowledge that can be both readily accessed and used in superior metacognitive skills. It is therefore reasonable for expert teachers to acquired large integrated knowledge base which reflect deep understanding and which allows the effortless retrieval of pertinent information. It is revealed in page 273 of Vergnaud 2001 that, all teaching and learning is done by the teacher who stands as a mediator between the knowledge and the learner. The first two petals of the schema (flower) shown in the (literature review: 2.4.2.2) of this study shows the teachers' knowledge and mastery of subject/content. It may therefore be permitted to interpret from the above analysis that, teachers lack the knowledge base that may warrant appropriate deliverance of RC lessons. Consequently (as shown in the test results), pupils are not able to read and understand other authentic documents meant for their level.

## **5.2.2 Preparation/Planning and the Mobilisation of Didactic Materials (Didactic transposition)**

This data is analysed under the concept of didactic transposition (Rueter et al 2013) already discussed in chapter 2 (see 2.3.3...) of the present study. Findings from the analysis reveal that teachers do not break down or decompose reading knowledge to smaller units to suit specific learning aspects as stipulated in NSESPS (2000: p: iii – iv ). Teachers either convey knowledge directly from the NSESPS to the pupils or directly from the text books (readers) to the pupils. The didactic manuals are only meant to guide the teachers during planning and preparation of lessons. For example findings from observation reveals that 9 out of 10 teachers do not have copies of NSESPS, 5 of the 9 neither have schemes of work in EL in general nor Reading in particular. 3 out of the 9 have EL schemes that are guided by grammar aspects. The 9 teachers individually justify that RC comprehension topics are found in the readers (also confirmed during the interview section: 4:3). Interview analysis reveals that 3 out of 5 teachers follow the units in the readers to teach RC. One of the teachers works directly from the syllabus (NSESPS) and from the reader. This can lead to the interpretation that teachers do not observe one aspect of the didactic relation which is their relationship to knowledge (concept of didactic relation, Brouseau 1990, cited in Artique 1990, Orange 2010, and Martyr 2015). Again it can be interpreted that these teachers do not have a good knowledge of EL to be able to diagnose that each language skill (as shown in NSESPS) has its own programme and has to be taught independently. The teacher's content knowledge or knowledge to be taught is another aspect of the teacher's relationship to knowledge. Content knowledge requires the teacher to be able to decompose or breakdown raw knowledge found in the curriculum to form the schemes, taking care of the learners' context and level in the light of the epistemology of the subject. This aspect is what Vergnaud calls the source of knowledge used by the teacher in lesson planning / preparation. The teacher at this point becomes an engineer, a facilitator, a mediator, a guide an expert, a guarantor of education (Mac CLELLAN & SODEN 2003, Law n° 98/004: 1998, NSESPS: 2000; Vernaud 2001). One of the teachers (BA6A1), proves an awareness of the didactic transposition process according to the interview analysis but the finding is contradicted by the observation data. The observation data indicates that the teacher does not have specific schemes for reading; this leads to the interpretation that even though teachers are aware of their relationship to knowledge, they

do not still take time to organize knowledge for better transmission in order to overcome didactic obstacle discussed in chapter 2.

Again data reveals that all the teaches use state prescribed official text books (readers) equivalent to the pupils' age range (8 – 10 years), levels, and context (Cameroonian context). These different text books contain all language skills and grammar aspects, exercises, pictures and reading passages to assist or guide both the teacher and the pupils during the teaching- study- learning process, and also for the teachers to prepare their lessons. This is in line with the Guidelines for Effective EL Teaching Materials by Jocelyn Haword & Jac Major of Chritchurch College of Education. The guidelines propose among others that EL teaching materials should be authentic, attractive, and offer opportunity for integrated language use. Authenticity can be looked at in terms of real world tasks, spoken and visual text for learners' to be able to hear, see, and read. Be attractive in terms of physical appearance, density, type size, coherence and consistency of the layout. Even so, this text books are meant to be used as teaching /learning resource (reference) not as direct source of knowledge; Data on teachers' perception on RC reveals that all 10 teachers had prepared at most three lesson notes on RC within five months, yet, it is taught every week. Individual lesson notes as shown on the ten sided model parametric polygon represent all the didactic actions of a given lesson (see section 3:4:2...) The model parametric polygon permits the understanding, analysis, retrospection and putting in place of any didactic action in summary (see chapter 2, 2:4:3). However, the standard models given on the polygon are meant to be used only at the level of the preamble of the dispositive. All the 9 teachers lesson notes observed were up to date at the level of the preamble. Literature on RC reveals that the three part framework (*Before, during, and after* reading) is the standard model for preparing lessons on RC (see literature review on lesson planning chapter 2). Also in the observed lesson notes of this study, it was noticed that teachers did not specify the comprehension skills they intended the pupils to acquire, for example skim reading -- for gist, scan reading -- for details, intensive reading -- for analysis, extensive reading -- reading longer text for pleasure (TESOL methodology 2013 -2014 , Leu & Kinzer:1987).

Planning is considered incomplete without the use of didactic materials. NSESPS (200) requires the teachers to use variety of didactic materials to help the pupils understand some structures and situations. To achieve this, the teachers should make use of real object, charts, flash cards, authentic documents (page: 18). These recommendations are in line with the findings of the interview analysis which reveals that the teachers are all aware and

of the opinion that the mobilization and use of didactic materials in teaching RC is very necessary. According to 4 of the teachers, didactic materials are necessary because children learn when they see and touch. This can be attributed to the use of their senses. To the 1 teacher, didactic materials can be used to make lessons explicit.

In their article *Guide lines for Effective English Language Teaching Materials*, Jocelyn Howard & Major examine the many reasons why ESL teachers may choose to construct their own teaching materials. According to this article, teaching materials form an important part of EL teaching programme. Teachers rely heavily on the diverse range of materials to support their teachings and their students' learning. This is also in line with the interview findings that reveal that all the 5 teachers prepare and use charts, pictures and real objects depending on the text content. When asked about the particular didactic materials they use during RC, the teachers emphasize that the text itself and pictures found in them are didactic materials. The researcher of this current study agrees with participants' point of view but adds that it is more advantageous for the teachers to produce their materials for the purpose of contextualization, available resources, organizational principles, personal touch of teaching (greater choices), timelessness (being up to date) individual needs of the teachers to meet the individual needs of the learners within given context (Jocelyn Howard & Major: Page 101,102).

Contrary to the interview findings, observation findings of classroom practices reveal that all the 10 teachers observed do not use any didactic material to teach R.C. Even though no material was prepared by teachers to support their lessons, the teachers instead justify that the pictures and the text passages are didactic materials. This may lead to the interpretation that, teachers acknowledge the use of didactic materials but do not actually use it when teaching. Didactic materials according to Vergnaud (2001) are technical means (resources) to didactic actions, so its absence during a didactic sequence may lead to didactic obstacle and consequently a fall in the pupils' RC ability. The 2003 Ontario Guide states that the ability to read and write does not develop naturally without careful planning. Planning requires the mobilization of source (subject knowledge, content knowledge; and knowledge to be taught), and the resource (didactic materials, relationship to learners and teaching strategies Vergnaud (2001). Didactic materials bring a real life situation in a classroom context. There is therefore little doubt that in the ability test pupils are not able to answer cognitive questions that require them to write the answers in their own words.

This means they are not able to interpret ideas and inject meaning to printed words as shown by Tizon (2013).

By implication, teachers organizational strategies used in teaching RC entails quality preparation and planning, and the mobilization of didactic materials to support the didactic sequence. The interpretation of the findings under this theme brings us back the present study hypothesis which states that; quality preparation and planning (didactic transposition) and mobilization of quality didactic materials before RC instruction, have an impact on the pupils RC ability. By implication, effective didactic transposition and the use of quality didactic materials are necessary factors in enhancement of teachers' professional development.

### **5.2.3 Quality Classroom Organization, Quality Interaction, and Engagement of Pupils during Instruction**

This section was analysed following the three part framework of a RC lesson. It entails analysing findings on before, during and after reading activities. According to Durand Johnson Esq (2014/2015), before reading teachers should;

- ❖ Engage pupils' interest in the lesson
- ❖ Activate their background knowledge
- ❖ Establish the purpose of reading
- ❖ Identify and discuss vocabularies
- ❖ Preview text (making predictions from pictures or title)

The findings of the observation show that 3 out of 10 teachers engage pupils in the lesson through picture talk, 3 others activates pupils background knowledge by questioning, 7 of them discuss vocabularies with the pupils before getting to the text. These findings are in line with the constructivist concept of active learning (see chapter 2- 2:3:4) which states that pupils learn by using what they know to construct new understanding. According to David Ausabel, the most important single factor influencing learning is what the learner already knows. As Kant observed long ago in 1781, that background knowledge plays a role in the RC, that is new information, new ideas, and new concepts only have meaning when they can be related to what the individual already knows. Observing these aspects in their classroom practices especially on RC, Indicates that these teachers are knowledgeable about the constructivist concept and its implication to the students' learning as discussed in

chapter 2. However, teacher's failure to establish the purpose of reading lesson may derail both the teacher and the pupils from the lessons' objective. Different text / passages are meant to be read for different purposes. You can either skim to get gist, scan for detail information, read intensively to analyse or extensively for pleasure as explained in TESOL Methodology (2013-2014). Ignorance of these technics indicates inefficiency in the teachers' organization strategy.

Previewing a text entails linking titles to content by making predictions, relating pictures to content and bringing one's own ideas about the text content and the author's mind. This aspect requires much reflection, thinking or reasoning as required by the NPA (NAP) of teaching which places the child at the centre of teaching/learning process (MINEDUC; Project 2:2001). Zhang (2010), explains that making predictions means to build a psychological schema based on the information or the reading material.

Our observation analysis further reveals that all teachers failed to observe the aspect of previewing or making predictions. This can lead to the interpretation that teaching/learning is still based on simple identification exercise of memorization, recalling and application, since pupils don't have the opportunity to make opinions, criticize, imagine, create and discover solutions to more or less complex problems. This interpretation is confirmed by the interview analysis which reveals that 3 teachers out of 5 are ignorant of the before reading activities. Observations reveals that these teachers get straight into the reading text or passage without first getting the pupils engaged in any activity that may gradually lead them to the text. Like the 7 out of 10 teachers in observation analysis interpreted above, interview findings reveals also that 1 out of the 5 teachers sort and discuss difficult words with the pupils before reading while 1 other does picture talk with the pupils.

In the light of the schemata concept discussed in chapter 2, section 2:3:1 of this study according to Sheridan (1981) and Zhang (2010), we can give a general interpretation that the teachers in this study to a greater extent are ignorant about instructional strategies of R.C. especially on activities before reading. As a result, teachers organization of R.C instruction cannot be efficient, thus, a fall in the pupils R.C ability even as the pupils cannot make their opinions or write in their own words the ideas in the text ( as sown in sections A and C of the ability test).

The result of observation analysis during reading indicates that all the teachers but one did only read aloud during the R.C. lesson. According to the Ontesol methodology (2003-

2014), to have students read aloud may be interesting when we want to check fluency, pronunciation and sentence stress and this can be done only after the R.C. task is finished. According to the paper, reading aloud is not R.C; when students concentrate on reading aloud, they don't pay attention to the content. The analysis also reveal that, in reading aloud only 5 teachers out of 10 did the read discuss read cycle (but in reading aloud). The other 5 did not observe discussion with pupils but belaboured the read aloud cycle. Also, all the 10 teachers did not encourage group work for peers to interact through discussion. Cazden (1991, P.2.2) says discussion is an efficient teaching strategy that is used not only to help pupils develop problem solving skills and to share experience, but to attain subject mastery in a more concrete form. He further says teachers should encourage pupils to interact with each other and learn with peer groups. Arends (1990, P.105), holds that, effective discussion necessitates relatively small groups. In the case of our study, the researcher thinks that it is difficult for the teachers to encourage peer discussion since they don't even have the idea of putting people to work in small groups. Groupings according to the interview analysis in this study are done for the purpose of convenience and class arrangement so that pupils can share reading materials (the readers).

Vygotsky in his social theory of development believes that young children are curious and are actively involved in their own learning, discovery and development of new understanding. Schema also emphasizes that learning development takes place through socialization. Based on the principle of MKO and ZPD, Vygotsky states that cognitive process (language, thought and reasoning), develop through social interaction. It seems therefore appropriate to interpret that, teachers in this study don't have a good command of the subject (R.C), consequently; they do not also have the mastery of its instructional strategies. This may also be due to the quality of training acquired in the training schools, and also because didactics is studied generally for all the subjects in the training schools. However, it is recommended by (NSESPPS, 2000) that in-service training be carried on at the level of Division, Sub Divisions and at school levels. This will enable teachers develop strategies and technics in teaching different subjects.

Classroom organization and interaction were another focus of our study. Analysis was based on classroom arrangement or lay out, organizing pupils in terms of the sitting position; organizing time on tasks, space, and materials so that effective learning can take place (Van Housefen 2013). The above are also part of lesson planning as revealed by Ontario Guide for Effective Reading Instruction (2014/2015), that, to be effective,

instructions have to be carefully planned and supported by appropriate classroom organization. Observation analysis in study reveals that, all the 10 teachers partially observed classroom arrangement. Some of the blackboards were colourful and well partitioned for the different subjects, while the desks were also arranged in rows and columns giving opportunity to the teacher to move freely within the classroom. These findings are in accordance with the UNESCO – (Namdi 2005) suggestions that classroom environment is one of the key elements in enhancing pupils' progress in reading. The data also reveals that in all the classes, there were no reading corners, classroom library, wall charts or pictures. Even though the desks in all the classes were well arranged in rows and columns, 7 of the teachers maintained their positions at the front of the class. This means teachers do not move within the classroom to scaffold or to follow up pupils as they read. However scaffolding was not possible because pupils were not assigned to work in small groups. Sitting together to use the same readers is what the teachers do, according to the interview data. This may also lead to the interpretation that teachers are not cognizant about the importance of group work in scaffolding pupils (especially in RC) as postulated by the principle of MKO and ZPD in Vygotsky Social Development Concept. As discussed in the literature review or this present study (chapter 2), management and organization of a RC is concerned with proper planning of lesson (see Leu & Kinzer 1987, UNESCO—Namdi, 2005, Effective Reading Instruction—Teacher Makes the Difference 2007). Time management and motivation of pupils are other aspect of organization observed during classroom practices. Data reveals that, all the teachers did not schedule time for specific task or time for routine activities during instruction. Consistent findings on time on task studies reveal that, teachers are most effective when their lesson is structured in a way that much time is used on lesson content in order to attain the lesson' objectives. The above can be in line with one of our study's hypothesis that quality classroom organization, interaction and engagement of pupils during instruction; have an impact on the pupils' RC ability.

Proper classroom organization gives rise to interaction between teachers and pupils, and the pupils and their peers. If teachers are considered mediators, expert, engineers, guarantors of knowledge, facilitators and guide, as postulated by Law N° 98/004:(1998), Mac CLELLAN &SODEN (2003),and NSESPS: (2000), then, they are supposed to be provided with the best and most up to date knowledge and skills needed to teach reading and to promote literacy. The above idea brings us again to the concept of didactic relation



(discussed in chapter 2- 2:3) which has to do with the teachers relationship knowledge on one hand and his relationship to the pupils on the other hand (in other words the teacher's pedagogic / content knowledge). With this, the teacher will effectively plan his lessons and taking cognizance of the classroom organizational strategies in the case of our study. Again because teachers do not master the RC teaching strategies/techniques, it may be appropriate to interpret that, they do not have a good mastery of the subject and its didactics. All these draw backs are due to the fact that in Cameroon like many African countries, primary school teachers are trained to teach all the subject in the primary school curriculum without taking any consideration of their subject knowledge (see Namdi: 2005, NSESPS: 2000). Consequently, the teachers are not able to master the didactics of any particular subject. However, in-service training is recommended at the level of the Division, Sub –Division, and at school levels (see Law N° 98/004:1998, NSESPS: 2000, UNESCO – Namdi: 2005).

Another aspect of classroom organization, interaction and engagement is diagnostic evaluation. It entails identifying pupils with weak RC ability and follows them up particularly. Again this takes us to the role of the teacher as a mediator, facilitator, guide, and guarantor of knowledge discussed above. As revealed by the interview data, all the teachers except 1 (MB61) could identify the weak ability student when they instruct them to read aloud either in their rows or individually. To these teachers, a child that "chews the mouth" when reading, is identified as having a low RC ability. This brings us again to the point risen in TESOL Methodology (2013/1014) that reading aloud is not RC but that reading aloud is used to test fluency and pronunciation. RC instruction requires the teachers to teach pupils the different technics needed for reading and understanding texts. It entails mastery of activities before reading ( discussed above), with particular attention to the weak pupils, then during reading activities, giving opportunity to pupils to collaborate or work in groups for social interaction with cognizance of the principle of MKO and ZPD. This also brings us to one of our study's hypothesis that diagnostic evaluation during RC instruction has an impact on pupils' RC ability. It would be permitted therefore to interpret from this analysis (and the literature review) that, teachers (represented by those in this present study), lack RC content knowledge and as a result, are not able to teach it effectively. Even as the saying goes that you cannot give out what you do not have. The impact as stated in the problem (see chapter 1), falls back on the pupils

who at the end of schooling are not able to read and understand authentic documents meant (as could be justified by the test results).

#### **5.2.4 Quality Evaluation and Integration of Teaching Approaches**

The quality of evaluation in this study was presented and analysed following the three main domain of learning stipulated in NSESPS (2000). Also, the nature and the form of the evaluation questions were taken into account during analysis. The observation data based on the cognitive domain reveals that only 2 teachers out of 10 asked high level comprehension (inferential) questions. In the light of the schema concept according to Sheridan (1981) discussed in chapter 2 (see 2:3:1), meaning does not lie solely in prints itself, but interacts with the cognitive structure or framework of understanding new information, that gives room to the reader to use his cognitive structure schemata to predict or make inferences about what they read.

In the affective domain, only 3 out of 10 teachers asked the pupils to compare events in the text with similar events they have witnessed or experienced. Still in the light of the schemata concept, Sheridan (1981) says, generalized schemata allows us to learn a wide array of abstract information that can be modified and adapted as we learn new information.

In the psychomotor domain, all the 10 teachers did not ask inferential questions but instead asked objective questions that require pupils to make choices of proposed answers either by ticking or filling blank spaces meant for the answers. It may be proper therefore to interpret that teachers do not enhance inferential thinking in pupils as required by NPA (MINEDUC-Education Project 2: 2001). Also the fact that teachers ignore high level comprehension evaluation means their ignorance or contradiction of the recommendation in NSESPS (2000), that teachers should use variety of test to assess different competences. To confirm these findings, the test results show that pupils perform very poorly in cognitive/inferential exercises but do better in objective psychomotor questions that require them to answer either "True or False". In addition to, observation on classroom practices and document analysis, the interview analysis also reveals that, teachers evaluate the pupils only at given stages of their lessons. While 4 out of 5 teachers evaluate only at the evaluation stage of the lesson (dispositive), 1 teacher (MB61), evaluates at the consolidation stage. These 5 teachers strategies of evaluation are opposed to the that discussed in the different literature in the present study that, lesson planning, classroom

organization and quality evaluation are juxtaposed with one another and are contained in teachers preparedness and organization of RC instruction. The NPA requires pupils to be inferential and solve problems at every stage of the lesson. Again, all 5 teachers report that they give both oral and written test to the pupils depending on the text content. Through prompts from the researcher to find out from one of the teachers whether he uses inferential questions to evaluate the pupils, data reveals that, the teacher seems to be confused about what inferential questions really are. After a pause the teacher says " ... It is an aspect of a child's development". This may also lead to the general interpretation that, teachers are not knowledgeable about the evaluation methods or strategies required for the pupils. Hence, a negative impact on the pupils' RC ability. This brings us again to another research hypothesis in this study that, Quality evaluation and Integration of skills and learning approaches have an impact on the pupils' RC ability. From here we are able to make a liaison between evaluation methods and the teaching approaches used in Cameroon schools. This link also lead us to interpret the teachers' awareness and use of approaches which is a new- sub category that stems from the interview data and adopted into the study. It reveals that 3 teachers out of 5 do not know what it means to integrate, and as a consequence are not able to integrate language skills when teaching RC. This is in opposition to one of the teaching and assessment strategies stipulated in NSESPS: (2000) that, language skills are interrelated and cannot be taught in isolation but must be tested separately (page 18). The teachers do not seem to understand that when teaching the reading skill (as is the case of the present study) they should consciously integrate speaking, listening and writing. The analysis also reveals that, when asked about integration of skills, all the teachers' responses turn around calling pupils to read. One of the teachers after a very long pause talks about integrating writing through dictation of parts of the text to the pupils. The other one teacher talks about integrating speaking through dialogue or conversation in other words. It is good to know that these few could integrate during RC lessons, but this is contrary to what the observation analysis reveals. No teacher carried out any of the above mentioned exercises.

Analysed data based on the integration of teaching approaches reveals that, all the 5 teachers seems to be ignorant about the existent of CBA as a recommended teaching approach used in schools in Cameroon. This takes us again to the saying that we cannot give out what we do not have. It also implies that teachers teach RC without knowing the specific competence they need to enhance in the pupils. CBA according to Fonkeng (2006)

is a coordinated group of knowledge, know how (savoir faire), and skills displayed in a given situation. The enhancements of competence in the pupils therefore necessitate the acquisition of the knowledge, skills and know how.

It may be right therefore to interpret; following the above that, primary school teachers are not up to date in the organization of the RC instruction. The consequence therefore is ineffective delivery of lessons which automatically leads to pupils' poor RC ability as justified in the test result analysed in this present study. This also confirms the general hypothesis of the present study that Primary school teachers' organizational strategies used in teaching RC have an impact on the pupils' RC ability.

### **5.3 DISCUSSION OF FINDINGS**

The present study sought to investigate the primary school teachers' organizational strategies used in teaching RC and how they impact the pupils' RC ability. In other words the researcher wishes to encourage the teachers to discuss their perception of RC, the process of preparation and planning (didactic transposition), their specific management strategies in terms of organization of pupils and material, pupils engagement and interaction, and the teachers specific evaluation strategies during instruction (teachers pedagogic – content knowledge).

It is evident that while the primary school teachers are claimed to be masters of all the subjects in the primary school curriculum, effective EL classroom and particularly reading classrooms ( especially in the Cameroonian context) is a minority as most teachers do not have enough mastery of the subject area. Thus it may not be wrong to classify them under the category of the traditional teacher centred teachers who convey knowledge directly from the text books to the pupils who on the other hand memorize and reproduce for examination purposes. Because of the little mastery of the subject content and its instructional strategies, teachers find it difficult to update or organize their RC instructions, making the classroom a session for oral choral reading where the pupils memorize given text to answer questions. Interview analysis reveals that the teachers are aware of the important role RC plays in the EL curriculum and its indispensable importance to the pupils' academic and social life. Given that EL cuts across all subject areas, the mastery of its learning strategies by the pupils, would enable them to perform well academically and eventually be able to integrate themselves in the society at large (see NSESPS: 2000: P: 1). Therefore the teachers think that it is necessary to teach it regularly. According to the

interview analysis, RC is for the pupils to read given text to answer questions based on the text content. However, conclusions of the study do not rely only on the interviews. Instead the credibility of the study lies mainly in the research design that compares the interview the observation of classroom practices and the observation of teachers' didactic manuals, the informal discussion and the pupils' ability test.

According to the research findings in the present study, teachers are not efficient in the transposition of RC knowledge, they are also not efficient in their management and organization of the classroom during RC instruction, and they do not also use efficient strategies to evaluate pupils on RC. Pupils on the other hand are not able to read and comprehend text prepared for their level. These may confirm the study's main hypothesis that, teachers' organizational strategies in teaching RC have an impact on the pupils' RC ability.

Through the observation of classroom practices and the teachers' didactic manuals, a number of similarities arose in the data. It was noticed during the observation of teachers' didactic manuals that a significant number of teachers could not transpose knowledge from the curriculum to form schemes of work for EL as whole and RC in particular. All 10 teachers claim that RC topics are found in the readers, so they do not need to break down the curriculum to form schemes. The teachers' justification for conveying knowledge directly from the text books to the pupils is that the text books they use are all authentic (state prescribed). This approach of the teachers raises questions on their preparedness or organization of their instructions. In this case, there is a high probability for the pupils to be stereotyped as their knowledge is only limited to their readers. Pupils would comprehend better and become more flexible when knowledge is decomposed from the curriculum to smaller learning aspects into the scheme of work from where the teacher builds his/her lessons with cognizance of the learning objectives and expected outcome or competence. The findings on this aspect are conflicting with the concept of *Didactic Transposition* which is one of our guiding concepts in this study. The findings also indicate that teachers do not prepare lesson notes on RC regularly. At most 3 RC lessons are prepared within five months, yet RC is taught every week (as shown in the records of work and the pupils exercise books). This implies that lessons are taught without planning /preparation. Again, the few lessons prepared do not observe the three part framework required for a RC instruction (before, during, and after reading) as shown in Leu & Kinzer: 1987, IRA: 1998, Ontario 2005, Duran Johnson Esq : 2014/14. Teachers tried to

justify that they have the burden of teaching all the subjects in the curriculum and that they are required to prepare 5 lesson notes a week, so RC lessons cannot in this situation be prepared regularly. Some teachers also complain that they are trained to prepare common types of dispositive for groups of subjects (six stages- Revision, didactic situation, hypothesis, verification, consolidation and evaluation). These therefore explain the reason for inefficiency in the organization of the RC lesson even as most of the teachers think oral reading to be RC. Pupils' RC ability could improve if the teachers' transposition process of RC lessons is well organized. Thus, confirming one of the study's hypotheses that *quality didactic transposition and the mobilization of quality didactic materials have an impact on the pupil's RC ability*. This calls for the attention of stake holders for sufficient and quality training in TTCs and in service training for teachers on the field to learn the transposition process and planning of lessons on different subject areas especially on EL and reading in particular even as it cuts across every subject area.

According to the present study, classroom organization, interaction and engagement of pupils are directly concerned with proper planning of lessons. As revealed by literature discussed in the present study, a good factor that influences organization is being prepared. Being a good organizing RC teacher also means having detailed lesson plan ready before class. Organization in this study involves the mobilization of quality didactic materials, interaction and engagement of pupils in activities that enhance their interest in reading, arranging and assigning pupils to work in small groups (during reading) while the teacher scaffolds, arrangement of the classroom environment to make comfortable for reading instruction, and management of time on task and time on routine activities.

The study's findings reveal that, teachers do not observe the before reading activities on which the comprehension of a text is based. The pupils' comprehension of the text is activated through questioning and discussion based on their background knowledge and prior experience, previewing the text content through picture talk or from the title. The findings based on the before reading activities seems to play an important role in linking the teacher' organizational strategies to their relationship to pedagogic – content knowledge. Not being able to enhance pupils' interest and engagement in the lesson, may lead to (didactic obstacle) comprehension inability. In this case, the three poles of didactic triangle start dangling.

Finding in this study also reveal that teachers do not assign pupils to work in small groups to enhance interaction amongst them. This finding is conflicting by the social-development principle of MKO and ZPD discussed in chapter 2 of the present study. Again, during instruction teachers discuss difficult/new words (vocabularies) from the text with pupils to promote comprehension. This comprehension technic also helps in enhancing pronunciation in the pupils during the read aloud session of the lesson. This technic can be important in scaffolding pupils during reading. However treating new words in isolation is also oppose to the idea postulated by TESOL Methodology 2013/14 that vocabularies should not be treated in isolation. Vocabularies should be treated in content to encourage inferential thinking in the pupils. Again findings of this study show that, teachers consider reading aloud as RC, but TESOL Methodology 2013/14 states that, reading aloud is not RC but it is only an aspect of reading that helps to test learners' fluency and pronunciation.

Finding in this study also indicate that teachers are aware of the use of didactic materials during RC instruction. These teachers could identify some basic didactic materials they use when teaching (real objects, pictures, charts, words cards). This is in accordance with the CBA and NPA which respectively postulate that didactics materials could be used to bring a real world in to the classroom and that children learn more when they discover knowledge by themselves. On the contrary, observation results show that teachers do not use didactic materials when teaching RC. The researcher thinks that if teachers had prepared or planned their lesson effectively they would have also made time to mobilize and use didactics materials and that would have consequently lead to effective instruction.

Time management is revealed to be a problem during instruction. All the teachers spend much time on oral reading. No specific time was scheduled for specific activities before, during, and after reading, and no time was assigned for routine activities. If teachers take time to organize their RC instruction before the lesson, they will consequently be able to organize their classrooms in a way to fully engage pupils in the lesson and also enable them interact with one another as suggested by the social development/ constructivist concepts. This will in turn stabilize the dangling didactics triangle and create a balance in the didactic contract.

Finding on well-arranged and colourful classroom seem to play an important role in teachers organization in this study. The desks in all the classrooms are well arranged in

rows and columns. However, this arrangement is not as good as when they are arranged in a way to enable pupils work in group and enables free movement of the teacher. Encouraging collaborative reading activities in the RC classroom would empower pupils to participate in classroom activities. This is also in line with one of our research hypothesis that, quality classroom organization, and the engagement of pupils during reading have an impact on the pupils' RC ability.

Again the present study's finding show that teacher evaluate pupils based entirely on specific text content by asking objective questions. The type of evaluation teacher give pupils is usually summative. The researcher thinks on the other hand that, in accordance to the NPA, inferential question that involves all domains of learning (cognitive, affective psycho-motor), will enhance pupils reasoning and consequently widen their comprehension scope. The pupils would therefore be able to answer questions beyond the text content by bringing in their prior experience and background knowledge. They would also be able to make value judgment by appreciating or criticizing the author's points of view and making their own proposals. This can be attained when lessons are well prepared and organized before instruction. During instruction teachers will be able to activate comprehension strategic that will get pupil fully involved in learning by participating at every stage of the lesson. Diagnostic evaluation is also an instructional strategy than enable teachers to identify and scaffold weak pupils through remediation, as recommended by the CBA. Remediation can also be done with the weak ability pupils after formative evaluation to enable them meet up with the rest of the pupils and encourage collective promotion. Again teachers in this study, as shown in the analysis, do not have mastery of the current teaching approaches (NPA & CBA) used in Cameroon schools. The researcher assumes that this might also be one of the causes of poor organization of the RC instruction.

From the above discussion, educational stake holders are called upon to organize didactic – pedagogic programme for in service training to explore teachers' organization and planning of EL (reading) instructions taking cognizance of current changes. Teachers are also called upon to pursue education in order to ameliorate their professional standards.



## 5.4 IMPLICATIONS OF FINDINGS

Based on the data and analysis presented in chapter 4 of the present study, the following implications can be drawn concerning:

- ❖ Teachers professional development,
- ❖ Teacher training, support and vision,
- ❖ Understanding the importance of the teaching studying –learning process of reading and its importance in the primary curriculum.
- ❖ Understanding the teaching studying
- ❖ learning process of reading and its importance in the primary curriculum

The findings of the present study have practical and theoretical implications on teachers' professional development which influence changes in the primary school pupil's academic and social life in terms of literacy and performance in school and elsewhere. As revealed in the literature and conceptual section (see chapter 2) in the present study that one of the ultimate goal of learning to read and reading to learn is to make meaning; thus, reading is an essential mediator for any successful learning in all the subject area. Transforming beliefs, understanding, and skills into appropriate classroom pedagogy must be of central importance in promoting teachers' professional development in primary schools in Cameroon. Effective teaching-studying - learning process of reading (RC) has been linked to the concept of didactic relation (that is the teacher's relation to knowledge and his /her relation to pupils). Research in didactic has to do with teaching-studying-learning process (Kansanen 1999). To be a teacher, he/she must have something that the pupils don't have.

First, the teacher's routine tendency of preparing the same type of schemes of work, lesson notes or dispositive in all the subjects need to be monitored and it needs to be changed. Every school subject has its own base (Kansanen & Meri 2001, p.1) and any separate subject is strongly connected to its discipline and its knowledge base. Pupils studying and learning are organised in that nature. That is why E.L curriculum is placed in the first position in the NSESPS (2000), because of its multidisciplinary nature and its indispensable role in enhancing literacy quality in the pupils. The content of E.L is placed under the different Language skills which schools schemes are in turn built for proper preparation of lessons. In addition, teacher educators and pedagogic inspectors must continually examine and take into account field experience, classroom conditions as they work with teachers to become more and more attuned to pupils needs. Teachers'

relationship to specific subject content knowledge especially E.L must be paid great attention.

It is probable that the collaborative learning method postulated in the CBA, and the child centred approach recommended by NPA, be employed by teachers in their reading classroom practices to keep the pedagogic relation moving and enhance socialization among peers for lifelong learning. Findings in this study suggest that teachers need to teach the RC strategies to enable pupils grasp content and in turn build their reading competences in school and out school. This requires the teacher's proper expertise in the subject content, thus a call for greatly expanded research knowledge base that will lead to proper understanding of E.L Language (e.g. reading) and its instructional strategies. Primary school teachers need to be aware of the indispensable importance of E.L and reading in the school curriculum.

#### **5.4.1 The role of the teacher /professional development**

As discussed in the background chapter of the present study, in an effort to provide quality (primary) education in Cameroon and to meet the ever-increasing changes that are taking place in the educational sector in the 21<sup>st</sup> century, the Cameroon government adopts the NPA and the CBA teaching approaches to be practiced in Cameroon (primary) schools. These modifications call for the redefinition of the role of the primary school teacher. The teacher is said to have moved from the traditional talk and chalk transmitter to a mediator, a guide, a facilitator, a guarantor of knowledge, an expert and an engineer as discussed in the literature section of this study. Teachers are viewed as experts in the promotion of learning and are therefore required to possess an organised body of conceptual and procedural knowledge that can be both readily accessed and used with superior meta-cognitive skills and more reasonably, they should have acquired large integrated knowledge base which reflects deep understanding and which allow the effortless retrieval of pertinent information. Therefore, teacher education programmes also need to take into account teachers' extended roles and responsibilities not only as educators but also as being learners themselves. In this study, teachers don't seem to be knowledgeable about current teaching /learning approaches (e.g. CBA) and consequently not able to apply them in their reading lessons. Again, they do not seem to be knowledgeable about the instructional strategies required for R.C. teachers need to acquire the knowledge base of the subject they teach in order to be able to have the mastery of their didactics as would

have been the case in this study. There is therefore a call for change in the role of a teacher.

In order to bring about such changes, teachers need time space to examine their own classroom lives and reflect on their own classroom practices in order to reduce the gap between theories of teaching and their actual classroom practices. Primary schools also need libraries and staff rooms to encourage children literacy (reading) and for teachers to carry on research on pertinent subject areas like E.L (in the case of our study), interact with other teachers (other schools or regions) to share their teaching experiences in a way to ameliorate their individual practices. This raises an important question for teachers' educators and education officers. A more concerted effort is needed in designing in-service programmes for teachers already in the field to help them acquire current skills and competences in making better use of resources (didactic manuals /materials) other than textbooks or readers. Another way can be to bring in resource persons from the faculty of education to train in-service teachers on the didactics of specific subjects especial E.L which cuts across other subject areas. Better still, primary schools libraries and teachers' staff rooms should be equipped with internet and other IC facilities to enable research by individual teachers on current changes on education. This awareness will enable teachers to examine their classroom practices and may probably think it necessary to go for further studies (training to ameliorate their individual, intellectual and professional leads).

However, based on the researchers own observation and experience, primary school teachers especially those in the public service have quiet enough to content with, feeling sufficient where they are and would be resistant to taking any responsibilities to critics, and challenges because they still depend on the training they had. As a result, these changes depend greatly on how prepared teachers are to assume new roles and take up responsibilities as teachers and learners.

The NPA is based on the development of the child's inferential thinking. It recommends the use of teaching techniques that require exercises and thus, the development of thinking at all levels as postulated by the constructivist concept. With this, the child passes from simple identification exercises of memorisation, recalling or/and application to a higher level of intellectual activities. In this manner, he will be able to criticize, make opinions, create, imagine and discover solutions. This process combines with the CBA is believed

would enhance efficiency. This calls for the attention of policy makers or curriculum builders for contextualization of the primary school syllabuses.

The updates may include teaching methods and techniques of specific content in the different subject areas, making clear distinction between the content objectives and the competences after a number of combined lessons within the content.

Here recognizing restrictions involved by the difficult circumstances posed by a single teacher being the master of all the subjects (though not suggesting that the teachers are trained only for transmissive pedagogy), it may be safe to assume that teachers in this study and more generally primary school teachers in Cameroon are consciously or unconsciously teacher-as-transmitter of a body of knowledge for the purpose of examination. With this, there is a call for an essential need for the provision of a standard based curriculum for effective professional development which assist teachers in bridging this critical gap in practice. This will go a long way to help teachers organize their instructions for effective classroom practice. Consequently, pupils will grasp learning techniques and be able to read and understand.

### **5.5.2 Teacher Training /Educational Qualification and Vision**

From the data, teachers' perception of their R.C organisation and their classroom dynamics on these bases call for a second look at their professional development or training. Teachers do not seem to be introspective about their practices. Teachers do not only teach to complete units in the textbooks, but they need to know what they teach and why they teach. For pupils to learn to read, they need to study the process of learning to read and understand. Teachers are therefore called upon not only to teach but must have a knowledge base of given subjects. The NSESPS (2000) requires a primary school child by the age of six years of studies to have a good command of E.L at all level in order to work and use English well in Cameroon and the world at large (P.I). This good command can only be given pupils by teachers who also have good command of E.L. this means an E.L teacher must have enough educational background on E.L at a given level to be able to acquire training in teaching it. What pupils need is not only being taught through specific methods (even if they are shown effective scientifically), but teachers who are sensitive to the possibilities of following up their pupils studies processes and directing them through active participation during the didactic process and in their social environment. The integration of teachers' knowledge and practice is therefore important. Teachers' educators

are also called to take into consideration the knowledge base of candidates before selection for training. Also, considerations should be given to E.L (F.L for Francophone) which cuts across all subject areas. This means special teachers (with good qualification in E.L/F.L) be trained to teach E.L in all the primary schools to enable pupils grasp with ease their subjects in the curriculum and work and use E.L efficiently in Cameroon and the world at large (NSESPPS 2000).

## **5.5 RECOMMENDATIONS**

We come to discover without doubt through this research that primary school teachers in Cameroon (represented by this present study's participants) do not organise their Reading Comprehension instructions for proper delivery. As revealed by the findings of the analysed data and discussion, teachers are not aware of the E.L transposition process and especially in the reading skill. Teachers are not knowledgeable about the theories that guide E.L teaching-studying-learning, neither are they aware of the evaluation strategies of R.C. Most especially, teachers do not take cognisance of the recommended teaching approaches to be practiced in Cameroon schools (NPA and CBA) when teaching R.C. The above makes the teacher a traditional transmitter (knower) of knowledge who conveys knowledge directly from the textbook to the pupils who on the other hand are receivers who learn by rote memorisation and application of textbook knowledge for the purpose of examinations. Therefore, they are able to read only texts found in their readers after having memorised to answer questions. The intention of this research is accordingly to facilitate the recognition and examination of teachers' conception or ideas and actions used to organise their E.L teaching and their role in shaping what goes on in primary school classroom during reading lessons, as a hopefully useful step in supporting teachers' professional development for quality education in Cameroon, given that education is the top priority of the nation (Law No 98/004: 1998).

Any recommendation or plan of action to be carried on should take cognisance of teachers' need. From this study, we come to realise the need for primary school teachers to receive professional development through in-service training programme conducted by the Ministry of Basic Education. This training programme should take into consideration basic issues of language teaching to enhance literacy in schools. Therefore, teachers should be taught the basic theories that guide E.L teaching and learning, the different skills of E.L and their transposition processes, their learning and instructional strategies, the expected

outcome or competence to be acquired after a number of didactic sessions. All these should be carried out through the implementation or implication of the current teaching approaches (NPA and CBA) required to be used in Cameroon schools.

The success of this could be attained with the help of resource persons. That is didacticians /researchers of given subjects (E.L in our case) from the faculties of education who do not only have good educational background on E.L, but also have gone as far as studying its didactics and currently carrying on research on pertinent and current changes in E.L teaching that may enhance its effective use and practice to learners all over the world. These educational bodies (at the divisional level) would organise a number of seminars with the pedagogic inspectors and head teachers in all the primary schools within the divisions to educate them about current changes in Language teaching and learning, and further make suggestions on necessary innovations at the level of materials and persons. Again, at the beginning of the school year, these bodies will within their region and at the sub-divisional level meet all the teachers from these different schools for a three to four days training session on Language teaching. At the level of schools, individual schools (at their own expenses) may invite these resource persons once or twice again within the year for feedbacks, workshops and discussions in order to get the teachers difficulties and reorient them on how to go about attaining a successful E.L teaching /learning.

School administrators of all the schools should make provision for staff rooms for teachers where they can meet and discuss their professional issues. School and classroom libraries are recommended in all the schools not only for the pupils, but also for the teachers to have access to learning materials that they can use in carrying on research while preparing their lessons. Again, reading lessons could be carried on in school library in the case where there are no classroom libraries. This will give the opportunity to children to get use to reading other materials apart from their class readers and will have the opportunity to exchange ideas with peers about their new discoveries by giving their different points of view.

In addition, pupils need to be motivated through extra-curricular activities that can enhance their reading ability. Schools are required to create clubs like the debate club, journalism club, ICT club, drama club that will encourage them to read articles /documents (psychomotor, cognitive and affective activities) that will improve their performance

within their clubs. Competitive activities with prize award should be encouraged to motivate the pupils to read more so as to perform well.

The teachers are called upon to open up themselves to corrections/criticism and self-evaluation on their classroom practices in an effort to shift from a teacher facilitated to student centred competent based teaching environment. Also, teachers are called upon to make themselves available for in-service training to enhance their professional development without neglecting the importance of other subjects, teachers should commit themselves to supporting the pupils in the light to enhance their reading ability not only for the purpose of answering questions or to pass exams but most especially for the enhancement of their all-round performance in and out of school. In this light, teachers should make extra effort to master learning theories and strategies of teaching R.C that will enable full engagement and participation of all the pupils. Collaborative learning or group work should be encouraged during the R.C. lessons. Opportunity should be given pupils to make opinion, judge, and criticize. Evaluation strategies should take the form of debate, drama or round table discussion for pupils to raise their points of view and criticise or appreciate the authors' opinion. Since Language is interdisciplinary and skills are not treated in isolation, teachers are encouraged to integrate other skills by making the pupils write summaries of text, dictation and spellings of words and grammar exercises. Speaking and listening could be done through debates, sketches or drama, storytelling of similar experiences and other games created by the teacher both indoors and outdoors. In order to create a real life situation in a R.C, classroom, the teachers are encouraged to mobilise didactic materials like, charts, pictures, flash cards, real objects. All of these will create a comfortable classroom environment where the pupils have the freedom to express their talent. This atmosphere will reduce the strain stress while in teaching and evaluating large classes.

Again, education policy makers and stake holders of education are called to work on the harmonisation and update of the primary school syllabuses with the current methods to facilitate transposition to schemes and lesson notes. In this way, the syllabus of E.L should be drawn following their different skills where in grammar aspects could also be identified. The objective of each topic with sample content could be outlined under these different skills. Also, the topic should be arranged in groups in order to acquire specific competence within a number of sequences.

For effective practices to be assured, it may be proper to suggest also that an observatory body (made of Language didacticians) for intervention of classroom practices in primary school E.L classes be established. This body may together with pedagogic inspectors visit different schools to control the teachers' didactic actions through observation of classroom practices, analysis of teachers' manuals (including the pupils' books), analysis of school time tables of clubs or other extracurricular activities, and the use of library and staff rooms in all the schools.

The hard fact remains that teachers' academic qualifications and knowledge are not always taken into consideration before selecting candidates for teaching training in primary schools in Cameroon. According to literature (see chapter 2) quality teaching requires teachers to have content/subject plus pedagogic knowledge. Given the fact that E.L cuts across every subject area in the school curriculum and also considering its indispensable importance in the society at large, Special English Language or reading teachers should be selected and trained to teach in all the primary schools in Cameroon while permanent classroom teachers maintain their classrooms. Therefore, it may be appropriate to suggest that selection condition for such candidates should be the candidates' subject knowledge and academic qualification. This can be done through document analysis (to preselect), written and oral examinations. This means candidates would be qualified if they obtained at least a Bachelor's degree in English or Bilingual letter from any University. The teachers' trainers should be didacticians from the faculty of education with at least Master's degree in English Didactics. This will go a long way to improve quality Language teaching especially in the domain of reading, hence, quality primary education with improvement on the literacy rate in Cameroon.

The lesson plan below could be used as a sample model in the teaching of Reading Comprehension in primary schools.



**Topic:** Reading for instruction/ information

**Lesson:** scan for details

**Aim:** to provide practice in scan reading skills

**Specific objective:** From the didactic situation, by the end of the lesson, pupils should be able to read and understand instructions labeled on medication bottle and answer some inferential questions.

**Didactic Materials:** Hand outs

**Assumptions / Entry behaviour:** pupils can discuss or answer questions on health issues about themselves or their relatives.

**Reference:** Primary Comprehension Skills; Book 3, page 31&32

**N° on Roll:** 35

**Class:** 5/6

**Average Age:** 12years


**Time:** 9.00 am

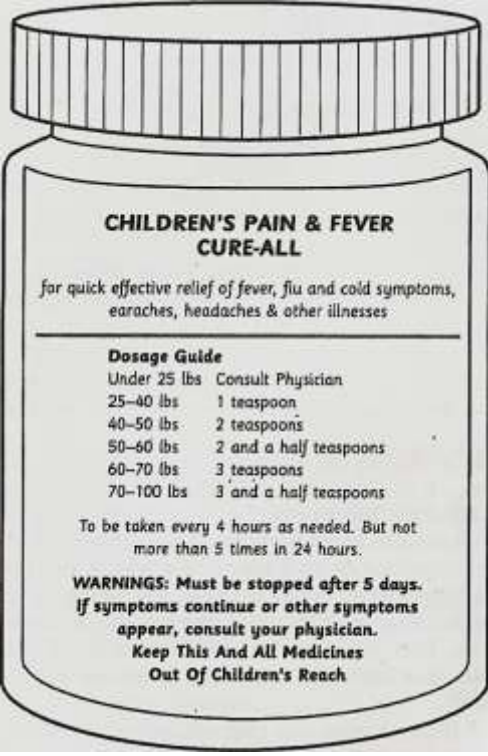
**Duration:** 45 minutes

## Activities Before Reading

Stage	Rationale	Main point of matter	Teacher's activity	Pupils' activity	Duration
<b>REVISION</b>	<p>To</p> <ul style="list-style-type: none"> <li>- activate prior knowledge</li> <li>Supply background information</li> <li>-Get the reading objective</li> <li>- make predictions from title and picture</li> </ul>	<ul style="list-style-type: none"> <li>-Who has ever been sick or has ever been around a sick person?</li> <li>-what is usually advisable to do? <i>Go to the hospital</i></li> <li>- Who do we consult at the hospital? <i>The doctor</i></li> <li>-what does the doctor do after consultation? <i>Prescribes some medicines</i></li> <li>-What are we supposed to do before taking the medicines? <i>Read the instructions</i></li> <li>What common instructions are usually written on medication packets? <i>The doses, quantities per day, weight, care, etc.</i></li> <li>-From the main title and the shape of the text what can the text be about?</li> <li>-We are going to read, understand, and follow these medications instructions and answer some questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Opens discussion with pupils to activate previous knowledge and get background info on text content</li> <li>-ask pupil to make prediction on text content</li> <li>-states reading objective</li> </ul>	<ul style="list-style-type: none"> <li>-Provide background info</li> <li>-make predictions on text content</li> <li>-Get the reading objective</li> </ul>	10minutes

**Activities During Reading**

<b>DIDACTIC SITUATION</b>	<p>To Observe -skim Discuss(ss-ss)</p>	<p>Text</p>  <p><b>CHILDREN'S PAIN &amp; FEVER CURE-ALL</b> for quick effective relief of fever, flu and cold symptoms, earaches, headaches &amp; other illnesses</p> <p><b>Dosage Guide</b> Under 25 lbs Consult Physician 25-40 lbs 1 teaspoon 40-50 lbs 2 teaspoons 50-60 lbs 2 and a half teaspoons 60-70 lbs 3 teaspoons 70-100 lbs 3 and a half teaspoons</p> <p>To be taken every 4 hours as needed. But not more than 5 times in 24 hours.</p> <p><b>WARNINGS: Must be stopped after 5 days. If symptoms continue or other symptoms appear, consult your physician. Keep This And All Medicines Out Of Children's Reach</b></p>	<p>-Share pupils in groups -Gives out work sheets with text written as label on medication bottle -ask pupils to observe, skim and discuss in their groups</p>	<p>Observe Skim Discuss</p>	<p>10minutes</p>												
<b>GUIDED PRACTICE</b>	<p>To do group exercises on work sheets</p>	<p>Exercises: In your groups discuss and match words in group A to those that have similar meaning in group B</p> <table border="0"> <tr> <td><u>Group A</u></td> <td><u>Group B</u></td> </tr> <tr> <td>24hours</td> <td>Medical doctor</td> </tr> <tr> <td>Symptoms</td> <td>Catarrh</td> </tr> <tr> <td>Physician</td> <td>Make comfortable</td> </tr> <tr> <td>Relief</td> <td>One day</td> </tr> <tr> <td>Flu</td> <td>Signs</td> </tr> </table>	<u>Group A</u>	<u>Group B</u>	24hours	Medical doctor	Symptoms	Catarrh	Physician	Make comfortable	Relief	One day	Flu	Signs	<p>Guides different groups Motivates/ corrects groups</p>	<p>Do exercises in groups</p>	<p>5minutes</p>
<u>Group A</u>	<u>Group B</u>																
24hours	Medical doctor																
Symptoms	Catarrh																
Physician	Make comfortable																
Relief	One day																
Flu	Signs																

<b>INDEPENDENT PRACTICE</b>	To Scan text for details (read silently)	 <p style="text-align: center;"><b>CHILDREN'S PAIN &amp; FEVER CURE-ALL</b></p> <p style="text-align: center;"><i>for quick effective relief of fever, flu and cold symptoms, earaches, headaches &amp; other illnesses</i></p> <hr/> <p><b>Dosage Guide</b></p> <table border="0"> <tr><td>Under 25 lbs</td><td>Consult Physician</td></tr> <tr><td>25-40 lbs</td><td>1 teaspoon</td></tr> <tr><td>40-50 lbs</td><td>2 teaspoons</td></tr> <tr><td>50-60 lbs</td><td>2 and a half teaspoons</td></tr> <tr><td>60-70 lbs</td><td>3 teaspoons</td></tr> <tr><td>70-100 lbs</td><td>3 and a half teaspoons</td></tr> </table> <p style="text-align: center;">To be taken every 4 hours as needed. But not more than 5 times in 24 hours.</p> <p><b>WARNINGS: Must be stopped after 5 days. If symptoms continue or other symptoms appear, consult your physician.</b>  <b>Keep This And All Medicines Out Of Children's Reach</b></p>	Under 25 lbs	Consult Physician	25-40 lbs	1 teaspoon	40-50 lbs	2 teaspoons	50-60 lbs	2 and a half teaspoons	60-70 lbs	3 teaspoons	70-100 lbs	3 and a half teaspoons	Asks pupils to take their individual seats  Asks them to read text silently and independently taking note of every detail.	Read independently and silently	5minutes
Under 25 lbs	Consult Physician																
25-40 lbs	1 teaspoon																
40-50 lbs	2 teaspoons																
50-60 lbs	2 and a half teaspoons																
60-70 lbs	3 teaspoons																
70-100 lbs	3 and a half teaspoons																
<b>VERIFICATION /VALIDATION</b>	To test comprehension (sumarising orally)	In three sentences tell in your own words what the text is about ..... ..... .....	Ask individual pupils to summarily say what they understand in the text	individually say what they understand	5minutes												

<b>EVALUATION</b>	To test the objective(copy and answer inferential questions)	<ol style="list-style-type: none"> <li>1. Why do you suppose the remedy is called cure all? .....</li> <li>2. What is meant by consult a physician? .....</li> <li>3. Suppose you are left to take care of your sick sister, what would you do if she shows other signs or symptoms? .....</li> <li>4. Suppose your weight is 63Kg, how much can you take in one day? .....</li> <li>5. Why must all medicines be kept out of reach of children? .....</li> </ol>	<p>Writes out questions on the board for pupils to do exercise in their books</p> <ul style="list-style-type: none"> <li>- Supervises, corrects, motivates.</li> </ul>	Do exercise individually	10minutes
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## **5.6 LIMITATIONS OF THE STUDY /FUTURE RESEARCH**

Research studies in general and perhaps qualitative studies in particular are attached to some inevitable limitations and weakness. For reasons pertaining to choice of quite demanding themes, data collection difficulties, time management and most especially being largely a novice in research, the researcher in this study is aware that many things could have been done better. Never the less, while admitting this and describing the limitations below, the researcher is convinced that she has been able to make modest participation in producing new knowledge in a topical and important domain.

To begin with, one of the limitations of the present study is its small sample size, focusing on just ten teachers only for class 5 and 6 and just five pupils in given classes. Consequently, the conclusions drawn in this study are tentative. While having assurance on the credibility of the main findings in the study, a research of an exploratory and descriptive nature would have prompted the researcher's methodology in a potential follow up study might bring a more standing and explicit mixed method approach that would require the use of questionnaire, journals etc. in addition to the interview, discussion and observation to obtain more information also by the use of counted and measurable data.

Also, as explained in chapter 2 of the present study, the three actors of didactics are the teacher, the learner and the knowledge. These three are interdependent. It is evident that teaching cannot take place without effective learning taking place (through the use of knowledge). The main objective of this study is to conduct empirical research into the primary school teachers' organisational strategies in teaching R.C and the impact on the pupil's R.C ability. The study's research questions do not address issues on changes made on the pupil's ability. Consequently, data and findings are limited to the teachers. It would be desirable to conduct research in a similar way on how pupils learn the R.C strategies and are able to apply them in their academic and social life (impact of learning).

Lastly, the present research findings would have been more trust worthy if the observations were carried on for a longer period of time than it is in this case.

In spite the above limitations, the researcher sees this study credible in that research on teachers organisational strategies in teaching R.C would not only contribute to the call for change by teachers themselves especially on their didactic actions that also in turn improve teaching and comprehension in the student as a consequence, but would also help in creating awareness of current teaching approaches used in Cameroon schools for a

comfortable or convenient teaching learning environment. She therefore appeals that, these findings be taken into consideration or paid attention to, when educating or planning issues on professional development for primary school teachers and English as a second Language (ESL) in Cameroon.

Also, analysis reveals that most of the teachers have not attained the University level where they can specialise in given subject areas to be able to have a mastery of theories guiding these subjects. This also calls for attention and extend knowledge and discussion on teachers' qualification and E.L teaching in primary schools in Cameroon, and subject didactics and subject content knowledge in Teacher Training Schools in Cameroon.

## CONCLUSION

In characterizing teachers as principal guarantors of education in Cameroon, it is argued in this study that they should be knowledgeable not only about their subject content, but also its didactics. The declared knowledge of small sample of experienced primary school teachers showed that they do not have any good mastery of EL (specifically reading) and its didactics, and this according to the researcher seriously impacts the pupils' RC ability as shown in the test. This was viewed from their knowledge of the subject/content investigated through their ability to organize effective instructions that could permit the enhancement of the pupils' RC ability. The organizational strategies include the process of transposition of RC knowledge, organization of classroom and engagement and interaction of pupils during instruction, the quality of evaluation and integration of teaching approaches. Teachers' perception of RC was an emergent theme from the data that was also adopted and analysed in the study. Thus, the study's main objective to investigate and analyse the organizational strategies used by the primary school teachers in teaching RC and its impact on the pupils' RC ability. This study's findings reveal teachers' inefficient mastery of RC instructional/learning strategies and the teaching approaches (CBA and NPA) that guide teaching /learning in Cameroon schools. Furthermore, the participants of the present study seemed to place little importance on the need to engage pupils' initial understanding, and so gave no consideration to how well new information (text content) is integrated to extant knowledge to build comprehension, thus rendering the outcome of the teaching endeavour as potentially arbitrary.

While findings of the present study can be partially explained by misconceptions about RC per se together with the complexities of translating the ideas into teaching behaviours, the issue of teachers' cognitive representation of teaching and learning RC (EL) in primary school remains. If teachers are to develop a socio constructivist approach (that guides the CBA and NPA) of teaching and learning RC in the primary school context, then they need to confront their existing and possibly traditional conception of learning and teaching. Without a focus and conscious examination of what knowledge is, and of how people learn, teachers are not going to realize change in their practices. The consequences fall on the pupils who remain buckets in which raw knowledge is poured. These pupils either succeed by chance or finally remain perpetual members in the society of illiterates despite their six years of schooling (see NSESPS: 2000). As a result, the dream of 2035 emerging Cameroon remains a nightmare.



Furthermore, without a clearly articulated relationship between teaching and knowledge of learning (strategies), attempt to organize effective RC instruction within the framework of CBA and NPA or the socio-constructivist pedagogy, are at best likely to be limited to the traditional teacher- talk – chalk pedagogy. This will by implication concede that comprehension can be built up from received piece of knowledge which finally becomes a day to day classroom life. If teachers are knowledgeable about the concepts that guide reading and comprehension like the schema concept discussed (Sheridan: 1981, and Zang : 2010) in the conceptual framework (2:3:1) of the present study, then effective RC teaching learning would take place in the primary school. The present study findings also reveal that teachers do not transpose reading knowledge. According to the study's researcher, this occurs because the teachers do not have a sound relationship with knowledge of EL and reading in particular. As discussed in the literature review chapter (2:4:3, 2:4:3:1), one of the roles of an effective teacher is to select and modify practices that are consistent both to their perspectives and to the individual needs of the students. In this way teachers can modify their framework if they are knowledgeable about their instructional goals and the learning strategies under the basic tenet of methods and approaches (in this case NPA and CBA). According to Fonkeng (2006), CBA is teaching on the bases of competences defined in advanced with respect to exiting programme. Mastery of programme implies having full command of subject /content without which transposition becomes difficult. There is therefore urgent need for policy makers and curriculum builders to think about the harmonization of the primary school syllabuses to meet the changing time. More urgently, priority should be on the EL curriculum, giving the pertinent roles it plays not only as a multi-disciplinary subject, but also comprising the reading skill on which pupils rely to build their understanding of other subjects.

Knowledge of subject /content would permit effective classroom management and organization of pupils and materials in order to encourage interaction and full engagement of pupils during instruction. Findings reveal that during RC instruction teachers do not activate activities that could arouse pupils' interest and get them completely engaged in the lesson to enhance their comprehension ability. As revealed by the study's' findings, teachers' conception of RC is reading aloud to answer objective questions as demonstrated during their classroom practices. This s also justified by the pupils test where a little better performance is shown only on sections that requires objective answers. There is urgent need for this misconception to be handled both by the teachers themselves and the stake

holders of education in Cameroon. An effective teacher is that who never stops learning. Primary school teachers are called to individually make possible means to improve their career by carrying on research on pertinent subject matters, share their professional difficulties with colleagues and why not go back to school to ameliorate and widen their professional horizon. Apart from the curriculum and training already suggested above, we also suggest that Cameroonian government through the MINEDUB should place the problem of reading in primary school at the top of the agenda with focus on the quality of teachers. Again this study reveals that one of the major causes of the teachers' poor organizational strategies is the fact that they have the burden to teach all the subjects in the curriculum without taking cognizance of their subject background knowledge. Once more, this study is re-echoing the teachers cry to the Cameroonian government to make provisions for subject teaching, beginning from EL/Reading which cuts across all subject areas. This will go a long way not only to reduce the stress of daring to teach what they do not know, but also lessen the trauma pupils encounter when learning to read by memorization and application. They will on the other hand have opportunities to share their opinions with peers and teacher to arrive at possible solution to given problems. By so doing, the reading skill develops naturally and not limiting the pupils' savoir faire to the classroom but would be used in their everyday lives in and out of school.

The present research was limited to a small qualitative sample of 10 teachers of 5 government primary schools in Yaounde VI who are a representation of the teaching body of primary schools in Cameroon. 5 pupils from each school sat for an ability test intended to justify the validity of the view that pupils of classes 5 and 6 have low RC ability. It would be interesting to carry out the same research by extending the sample to more teachers and pupils of primary schools and teacher training colleges with more instruments that may help in the gathering of both quantitative and qualitative data.

In a nut shell, what the findings of this research suggest is that primary school teachers' organizational strategies used in teaching RC and EL in general is seriously flawed and negatively impacts the pupils RC ability. This is a worrying state of affair giving impressive evidence for the utility of the reading skill in the enhancement of the pupils academic and all round performance in school and the society at large. A more appalling situation is the state of the primary school teacher in whom the future of the pupils depend, even as the education policy document rightly confirms that the teacher is the principal guarantor of quality education (Law N° 98/004: 1998).

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## APPENDICE

### APPENDIX I: REDUCED DATA OF INDIVIDUAL INTERVIEWEES

#### Interview 1: Over view of ET<sub>62</sub>

Codes	Categories	Themes	Theory
- R.C is going through a passage - Comprehend - Answer questions	Perception	Didactic Transposition (planning and preparation)	Didactic / Didactic Actions (Develop didactic of R.C)
- R.C improves children vocabulary - Understanding			
- Choose a topic - Prepare lessons in lesson note book	Planning and preparation		
- Use textbooks, - Units in the textbooks			
- very necessary to teach regularly			
- to teach once a week according to units in text			
- kids love seeing pictures, real objects - very necessary to use didactic materials	Didactic materials		
- I use pictures, real objects related to the topic			
- Each pupil has a text book before and after R.C instructions - Pair pupils	- Classroom organisation - Teaching strategies	Quality interaction and classroom organisation	
- Pupils should be part of lesson			
- Sort difficult words Get meaning of words			
- Facilitate understanding			
Ask children to read in groups and individually Attentive teachers listen, pick out weak ability pupils			
Encourage children to read other subjects to integrate	Integration	Quality evaluation	
Evaluate at the evaluation stage. Evaluating from synthesis Open ended and close end-all questions Moral questions	Quality of evaluation		

## Interview 2: Over view of MB<sub>6</sub>2

Codes	Categories	Themes	Theory		
- R.C is a way to make children to know how to read - Express themselves in reading a text	Perception	Didactic Transposition (planning and preparation)	- Didactic Relation  - Didactic Action		
- R.C helps children in reading and speaking English - Understand day to day activities					
- Make children sit quietly in class - Pay attention, listen to instructions. - Do R.C weekly	Planning and preparation				
- I use textbooks - Different textbooks - Use pictures, charts and associate to lesson - Yes, units in the text.					
- Very important - It helps children to understand reading, - spelling, day to day activities.					
Twice a week					
It is very necessary. Children learn when they see.					
Charts and pictures related to the text.	Didactic materials				
- Children sit quietly in class - I ask oral questions - Put them in groups - Open and observe the page - Read in their mind - I give instructions.	- Classroom organisation - Teaching strategies			- Quality interaction  - Quality classroom organisation  - Quality teaching strategies	Constructivism
Attentive and assimilate (understand better)					
Children to be silent Read and understand to bring pronunciations Read individually and as a whole class					
- Some pupils cannot pronounce or talk - Don't know "a b c"	Diagnosis				
- I teach "a b c"					
- Difficult to integrate - Lack of materials like charts	Integration				
- Difficult to move forward if a child cannot write, speak, answer questions					
- At the evaluation stage - Evaluate to test pupils' follow up.	Quality of evaluation	Quality evaluation			
- Oral-oral questions - Written-write in book. - Motivation					

### Interview 3: Over view of MB<sub>6</sub>1

Codes	Categories	Themes	Theory
- R.C is reading and understanding a text.	Perception	Didactic Transposition (planning and preparation)	- Didactic Relation  - Didactic Action
- It develops ability to read and understand situations			
- Select passage from aspect of school curriculum - Language aspect with reach of children	Planning and preparation		
- From national syllabuses (daily guide) - Prescribed textbooks			
- Important to teach regularly - It helps the pupils' performance in all subjects			
- Teach twice a week (two times a week)			
- It is important - Children learn better with the use of didactic materials	Didactic materials		
- The text itself is a didactic material - Pictures: children discuss things on the pictures, get ideas. - Lesson will be abstract without pictures.			
- Organisation – children only take their normal positions. - I photocopy the text and give to children - Children don't have textbooks.			
- (thinking) - Sometimes sitting positions are changed. - Sit with children who read better - Learn from them			
- (thinking) after evaluation, I identify the child that cannot understand the passage	Integration	- Quality classroom organisation	constructivism
- Through immediate remediation			
- Read individually - Interrupt for another person to continue	Quality evaluation	- Quality teaching strategy	
- Competent based (thinking) is child centred - What the children are able to do (pause)			
- Evaluate at the level of consolidation	Quality of evaluation	Quality evaluation	
- Could be written depending on the aspects of the Language - Orally to get speaking ability - Written to collect information and reproduce - Inferential question – good development of the children.			

#### Interview 4: over view of BA<sub>6</sub>B

Codes	Categories	Themes	Theory
- R.C text for pupils to read and answer questions	Perception	Didactic Transposition (planning and preparation)	- Schema concept  - Didactic Relation  Didactic Actions
- R.C helps pupils to interact well with others - Read other subjects			
- I look for teaching aids like drawing and charts	Planning and preparation		
- From the readers			
- Yes, it is necessary - It will help pupils to read other subjects			
- Three times			
- Yes, it is necessary - Charts, real objects depending on the text	Didactic materials		
- I keep them in groups - Groups read the passage, answer questions for others to see	- Classroom organisation - Teaching strategies	- Quality interaction and classroom organisation	constructivism
- Strategies... (thinking) - Pick out child to come and read for others to listen	Diagnosis	- Quality classroom organisation	
- To identify – read individually - Read sentences - Remedial classes			
- (pause) - Writing – dictation from R.C passage.	Integration and knowledge of method /approach	- Quality teaching strategy	
- CBA child centred - Children work - Teacher guide			
- Evaluate at the evaluation stage - Writing answers - Oral evaluation	Quality of evaluation	Quality evaluation	

### Interview 5: over view of BA<sub>6</sub>AI

Codes	Categories	Themes	Theory
- R.C is part of English Language - Enables pupils to be able to read and understand	Perception	Didactic Transposition (planning and preparation)	Didactic Relation  Didactic Actions
- Helps children to be able to read any passage, magazine, newspaper. - It arouse interest in reading - Read anything and understand			
- Plan with our lesson notes	Planning and preparation		
- Get topics from national syllabus - The scheme of work - Breakdown to teachable units			
- Yes, teach reading regularly arouse interest in reading - Understand things on magazines			
- Didactic materials are very necessary - The pictures, the text itself for pupils to work - Discuss and explain difficult words - Explain things cannot understand from the picture - (pause) give meaning on the board	Use of Didactic materials		
- Organize in groups or individual - In groups because most don't have textbooks	- Classroom organisation		
- The textbooks, the blackboard - Children read, teacher reads strategies - Individual reading then model reading - Because all the children are not able to read - Activities before reading - Observing pictures - Revision questions	- Teaching strategies  - Before reading activities		
- From the reading itself (testing) - Not able to read just the topic - In groups, others read, they observe sentences without opening their mouth	Diagnosis	- Quality interaction and classroom organisation	constructivism
- Help them through remedial teaching - Out of the group - Give them extra work, short sentences or works - At ordinary time			
- Through conversation, dialogue - Converse the text without reading	Integration objective based	- Quality classroom organisation	
- Teaching goes with the objectives - Objectives of R.C is comprehension - Evaluate the child based on objective		- Quality teaching strategy	
- Reading has stages - Evaluate at the evaluation stage	Quality of evaluation	Quality evaluation	
- One type of evaluation Summative: read the passage and answer questions from it. - R.C questions are based on the passage			

## APPENDIX II: CLASSROOM OBSERVATION GRIDS

### Observation of Teachers' Didactic Manuals

DOCUMENT	INDICATOR/CATEGORY	ET62			ET52			MB62			MB52			MB61		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
NSESPS	Official syllabus on reading or EL as a whole															
Teachers scheme of work book	Well transposed from national syllabus of reading in sequences															
Class readers	RC text found in official text books meant for the pupils level															
Lesson note book	Lesson notes on reading are well prepared and up to date															
Didactic materials	Quality didactic materials prepared(real objects, charts, pictures, etc.															
Record of work book	RC lessons taught regular(weekly, monthly, Sequentially)															

DOCUMENT	INDICATOR/CATEGORY	MB51			BA6A1			BA5A1			BA6B			BA5B		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
NSESPS	Official syllabus on reading or EL as a whole															
Teachers scheme of work book	Well transposed from national syllabus of reading in sequences															
Class readers	RC text found in official text books meant for the pupils level															
Lesson note book	Lesson notes on reading are well prepared and up to date															
Didactic materials	Quality didactic materials prepared(real objects, charts, pictures, etc.															
Record of work book	RC lessons taught regular(weekly, monthly, sequentially)															



### Activities before Reading

	ET62			ET52			MB62			MB52			MB61		
INDICATOR	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Lead a read- discuss read cycle (Silent reading)-group work															
Ask inferential questions to keep pupil on track and focus their attention on Important Points in the text (CLT)															
Encourages discussion to increase Comprehension & speaking skill through meta cognition modelling/summary of key events															
Encourage pupils to return to any prediction they have made before reading															
Gives room for oral choral reading (reading aloud) to encourage fluency															
Arrange desks in roles and columns with enough space for movement. Attractive boards, Charts, and reading corner.															
Motivating groups and individual pupils during instruction															
Teachers movement & role as mentor, guide facilitator to enhance RC competence															
Efficient use of time on task and time for routine activities															
Talk style (interrogative, persuasive, motivating, discussion)															

	MB51			BA6A1			BA5A1			BA6B			BA5B		
INDICATOR	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Lead a read- discuss read cycle (Silent reading)-group work															
Ask inferential questions to keep pupil on track and focus their attention on Important Points in the text (CLT)															
Encourages discussion to increase Comprehension & speaking skill through meta cognition modelling/summary of key vents															
Encourage pupils to return to any prediction they have made before reading															
Gives room for oral choral reading (reading aloud) to encourage fluency															
Arrange desks in roles and columns with enough space for movement. Attractive boards, Charts, and reading corner.															
Motivating groups and individual pupils during instruction															
Teachers movement & role as mentor, guide facilitator to enhance RC competence															
Efficient use of time on task and time for routine activities															
Talk style (interrogative, persuasive, motivating, discussion)															

1 = Observed;      2 = Partially Observed;      3 = Not Observed

	MB51			BA6A1			BA5A1			BA6B			BA5B		
INDICATOR	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Lead a read- discuss read cycle (Silent reading)-group work															
Ask inferential questions to keep pupil on track and focus their attention on Important Points in the text (CLT)															
Encourages discussion to increase Comprehension & speaking skill through meta cognition modelling/summary of key events															
Encourage pupils to return to any prediction they have made before reading															
Gives room for oral choral reading (reading aloud) to encourage fluency															
Arrange desks in rows and columns with enough space for movement. Attractive boards, Charts, and reading corner.															
Motivating groups and individual pupils during instruction															

	MB51			BA6A1			BA5A1			BA6B			BA5B		
INDICATOR	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Teachers movement & role as mentor, guide facilitator to enhance RC competence															
Efficient use of time on task and time for routine activities															
Talk style(interrogative, persuasive, motivating, discussion)															

### Evaluation Activities during/ after Reading

EVALUATION	DOMAIN	QUESTION	INDICATOR														
				1	2	3	1	2	3	1	2	3	1	2	3		
Diagnostic Formative Summative	Cognitive	Inferential question	Tell in their own words important parts of the text														
			Arrange & summarize key events														
			Judge the authors opinion & bring theirs														
		Objective	Match / Associate words to meaning														
	Affective	Inferential	Compare characters to real characters														
			Compare events to real life events														
		Objective	Answer true /false														
	Psychomotor	Inferential	Debate/drama events														
		Objective	MCQ, fill in The blank														

EVALUATION	DOMAIN	QUESTION	INDICATOR															
				1	2	3	1	2	3	1	2	3	1	2	3			
Diagnostic Formative Summative	Cognitive	Inferential question	Tell in their own words important parts of the text															
			Arrange & summarize key events															
			Judge the authors opinion & bring theirs															
		Objective	Match / Associate words to meaning															
	Affective	Inferential	Compare characters to real characters															
			Compare events to real life events															
		Objective	Answer true /false															
	Psychomotor	Inferential	Debate/drama events															
		Objective	MCQ, fill in The blank															

## APPENDIX III: TEACHERS' TRANSCRIPTED INTERVIEW

### Teacher MB<sub>6</sub>2

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Synthèse éditée par Sonal (v.1.9) le 10/04/2017 à 12:33:45  
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1 entretien(s) : 20170406\_115010 |

36 extrait(s)

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20170406\_115010  
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Caractéristiques :

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Observations :

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00:00 > 00:15 [ Pas de thématique]

Good morning.

Q:           Once more thank you for.. Receiving me in your.. Class. I just observed your  
...lesson on reading comprehension; it was good and interesting too.00:15 > 00:30  
[PERCEPTION]

Please madam if I may find out from you, according to you what is reading comprehension?

A:           (cough) Reading comprehension is the reading comprehension is a way to make  
the children to know how to read to express themselves in reading.. a text; reading a text, (so)  
to express themselves ( and to bring out meaning from the from the text) from the tex

Q:           Yes, so what impact does reading comprehension have on the pupils academic and  
social life?

It helps them in reading and speaking English (uhm) ya and to make them to understand how  
they can go about.. day to day activities (even academically t also helps them to to read  
and understand other subjects)

01:15 > 01:30 [PREPARATON AND PLANNING]

Q: How do you how do you prepare or organize you reading comprehension lesson before instruction?

A: Yes, before instruction I make the children to sit quietly in class (pause) to to pay attention and to listen to the instruction given to them in class (yes, I mean when I talk of preparation I mean in terms of preparing your schemes of work your didactic eee your lesson notes and your lesson plan whether daily or weekly) I do it eee weekly (yes) we do reading comprehension weekly. That iss..I use

02:00 > 02:15 [ Pas de thématique] books text books (yes) I don't only use one text book (ya) , I use to e different text books (different text books) to prepare reading comprehension and I use em pictures, at times I use charts associate the lesson

Q: so you follow the units in the text books?

A: yes the units

Q: In in your opinion is it really necessary to to teach with reading comprehension regularly?

A: It's very very very important (yes) because it helps the children to understand, reading, spelling, and to use it in their day to day activities.

Q: So how often do you teach reading comprehension?

A: Twice a week. Twice a week. I start and then I complete it other day

Q: How do you organize your class before and during instruction?

A: Before, I make the children to sit quietly in the class; I ask oral questions and then I bring them to the lesson which am about to teach (yes) ,then later on as them instruct them, I even put them in groups and then instruct them now to open to page this according to the text which am using for that moment. (yes) ya If am using but eeh..Senior Primary English, I ask them to open to page this where the reading text is found, I ask them to observe, just to observe with their eyes (yes) ya then later on they read in their mind; and then before I start instructing them what to do

Q: Thank you very much that's very good? So what is the purpose for your choice of organization?

A : Ya the purpose of choice of my organization is to make the children you know to.. be attentive so that when we start doing the text they will now assimilate the material that is they will make they will understand better what the text is is talking about.

Q: What the different stages or the reading comprehension stages (pause) or strategies that you use in teaching reading comprehension?



A: The first thing I do is that I ask the children to be silence in class,04:15 > 04:30 [CLASSROOM ORGANIZATION/SRATEGYP]pay attention, and then I ask the first child to reat the text that's my first strategy I use that one to see how far the children can read and understand, how they can bring out words especially pronunciations. yes That's the first one there. I I I ask the first child to read, after that I appoint another one and I assign another one, then I the teacher and I read third or fourth person then I ask the whole class to read together.

Q: Is it necessary to use didactic materials when teaching reading comprehension?

A: Yes is necessary, very necessary because some children learn when they se ewhen they see they really understand. Yes it helps them.

Q: So what types of didactic materials (interviewee interupted)

A: Charts or picture related to the text.

Q: So how do you integrate your your your reading 05:15 > 05:30 [INTERGRATION} comprehension lesson to the competent based approach of teaching that s recommended in Cameroon?

A: EEHE (thinking) (The CBA. That That is bringing real life situation into your classroom?) Ya, it is difficult because when we when we you want to really implement it, it is difficult because we don't have materials but we are trying with what we have like picture and charts.

Q: OK thank you very much so it is done. How do you 05:45 > 06:00 [EVALUATION] identify pupils with weak reading comprehension ability in your class?

A: Some of them cannot pronounce, some cannot even open their mouth to talk, so.. when you find out more detail, they don't even know the "abc" so am force to tea06:00 > 06:15 [ Pas de thématique]teaching "abcd" in class so that the children can also identify

Q: so one one way you use in helpng them is to teaching is by teaching them "abc"?

A: Yes. " abc" yes.

Q: At what stage of the reading comprehension lesson do you evaluate your pupils?

A: At the stage of evaluation. Where the children to sit you test them to see whether the children are really following up the reading text.

Q: How do you integrate other language skills like speaking, listening and writing into reading?

06:30 > 06:45 [INTEGRATION]

A: Ya if a child cannot speak, a child cannot read, the child cannot write, it is it is difficult (ya) so I make sure that if a child can struggle to write he can struggle to pronounce,

he can struggle to read, that child now will be able to answer the questions in the reading comprehension text this will help the child to move forward.

Q: What are the different types of evaluation you give your pupil on reading07:00 > 07:15

[EVALUATION] reading comprehension?

A: At times I give them oral, at times I give them written. Written, they write in their exercise book, orals in the s they answer the questions orally and I evaluate them. If you are correct I say ok good.

Q: Thank you very much 07:15 > 07:30 [CHALLENGES] What are some of the challenges you have when preparing when organizing your reading comprehension lesson. What are some of the difficulties you face?

A: Lack of materials lack of materials because we don't usually have materials where we can do.. Research because reading comprehension is not only that text because children will meet other text that they have never seen (ya) and since we don't have the materials to help the children we face difficulties? And and secondly we don't have spare boards even, because we can copy because many children don't have text books (ya) we can copy on these spare boards (on the spare boards so that they can read from the board) yes so that they can read from there and we keep it there even for one week so that every morning we can also ask the children to read but we don't have spare black boards. (still lack of materials) lack of materials.

Q: So what new ideas or proposals do you have to add on this topic?

A: eeh, the proposals I can add is that the government should do something so that we can have some of those things in stock (available) yes; so that when we need them, we can use them.

Q: Are there any questions you may want me to answer?

A: WELL the only thing that I can ask you is that if you can help that they should at least supply us some of the text books even some of these materials which are needed in the classroom day to day it help

Q: Thank you very much madam you have been so welcoming. Thank you for your time and your sincere participation in to this study. God bless you

A: God bless you too you are welcome

Q: thank you very much

A: May you live long

Q ya thank you

**Teacher MB<sub>6</sub>1**

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Synthèse éditée par Sonal (v.1.9) le 24/04/2017 à 07:07:13  
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1 entretien(s) : 20170406\_120400 |

38 extrait(s)

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20170406\_120400  
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Caractéristiques :

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Observations :

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00:00 > 00:15 [ Pas de thématique]

<Good morning sir,

Good morning madam;

Once more thank you for welcoming me into your classroom. (you are welcome) I just observed your reading comprehension lesson and 00:15 > 00:30 [ Pas de thématique] they were it was interesting.

Q: I wish to find out from you sir, according to you what is reading comprehension?

A: Aaah reading comprehension is reading a text, ok reading comprehension is 00:30 > 00:45 [ Pas de thématique] is reading a text and understanding the text reading and understanding a text (yes sir)

Q: Please sir according to you what impact does reading comprehension really have on the pupils academic and social 00:45 > 01:00 [ Pas de thématique] life?

A: It develops the ability eeh (pause) the ability to read and understand, (yes) ,issue of the facts ( ya; and even to understand other) 01:00 > 01:15 [ Pas de thématique] (school subjects) other school subjects ( ya)

Q: Thank you very much sir. How do you prepare or organize your reading comprehension lesson before instruction?

A: Eeeeh I select the passage, (hmm) the passage 01:15 > 01:30 [ Pas de thématique] that may come from the reading aspects of the school curriculum or the school syllabuses (yes) , it could be in Science ,it could be in Mathematics, it could be in Geography (ya) and I prepare them I select the words 01:30 > 01:45 [ Pas de thématique] words (yes) I select those language aspects that are within the reach of the children. ( yess) The reading comprehension passage should be within the reach of the children (ya)

Q: So where do you get this from, where do get this eee passage and even the program?

01:45 > 02:00 [Pas de thématique]

A: Eeem from the national syllabuses (yes) , the national syllabuses is the daily guide (ya) and text that have been prescribed by the ministry in the Primary,, aa most of this text text books 02:00 > 02:15 [ Pas de thématique] most the text books have comprehension comprehension passages (ok)

Q Thank you very much. So where eee,, In your opinion is it really necessary to teach reading comprehension regularly?

02:15 > 02:30 [Pas de thématique]

A: It is important to teach regularly.

A; Regularly because it will help the child the the pupils performance in all other in other in other subjects (in other subjects)

Q; Thank you sir, thank you sir. And how often do you teach it?

02:30 > 02:45 [ Pas de thématique]

A : Aaah Reading compréhension.. (hmm) if its a passage is a passage (yes) but eee most of the time, nearly all the subjects relat relate carried out.

Q: Ya specifically how do you a02:45 > 03:00 [ Pas de thématique] I mean when preparing reading comprehension, how often do you prepare a lesson for reading comprehension to teach?

A: Twice twice a week.

Q: So you on your lesson note you prepare reading comprehension two times?

A: Two times in a week. (ok thank you sir)

Q: So how do you 03:00 > 03:15 [ Pas de thématique] you organize your class before and during reading comprehension instruction?

A: Organization organization (pause) (organizing the children, organizing the classroom environment , putting the desk into roles or how how do you do It, your blackboard and the rest)? 03:15 > 03:30 [ Pas de thématique] (pause) the children they only they just

take their normal sitting positions, (ya) if I had prepared a text (yes) that does not feature in their books (ya) I may photocopy the text (yes) and give the children 03:30 > 03:45 [ Pas de thématique] (hmhm) hmhm.

So what (interviewee interrupted) if it is not inside their text especially to us Government schools where the children don't have the text books (yes) , if I have a passage, I'll I'll produce copies of the passage (passage) and present to them.

Q: Thank you so much. 03:45 > 04:00 [ Pas de thématique] What is the purpose of your choice of organization?

A: ERR (thinking). Choice of organization (I mean the you you have a specific organization that you have made, why do you choose that style of organization)? Of organization; (just like the children maintained their sits why do you think that they could just maintain their sits and read or if you have or if you change their sitting position why why do you make the choice) ? Eer If I have to change their sometimes their reading positions are changed 04:00 > 04:15 [ Pas de thématique] so that they could sit with other children who can read better and they could learn from them.

Q: Thank you so much thank you so much. Is it really necessary to use didactic materials when teaching reading comprehension?

A: (thinking) when teaching reading comprehension... 04:30 > 04:45 [ Pas de thématique] It is important, It is important.

Q: Why? Why is it important

A: Because the children will learn better if they with the use of didactic materials (so what are..) that's why you cannot teach reading comprehension in that the text itself the text itself (yes) 04:45 > 05:00 [ Pas de thématique] is a didactic material (ya) , and on the text there are pictures (ya) and there are certain things on the picture that you want the children to get some the ideas or discuss the picture ( hmhm) ,if it is not there then the children will not , it will be abstract.

Q: So how do you identify pupils with 05:00 > 05:15 [ Pas de thématique] weak reading comprehension ability in your class?

A: Eeeeem (thinkng) weak reading comprehension abilities, that (yes) is after evaluation (ya) after evaluation (yes) now 05:15 > 05:30 [ Pas de thématique] I would begin to identify that this child cannot understand the passage. (Passage)

Q: So what do you do to help them?

A: Through remediation. (Come again) remediation. Thank you so much.

Q: What are aa at what stage of the reading comprehension 05:30 > 05:45 [ Pas de thématique] lesson do you evaluate your pupils?

A: At the level of eer..... (Thinking) at the level of eerm consolidation? (ok, you evaluate them at that level) evaluate them at that a 05:45 > 06:00 [ Pas de thématique] at that level of consolidation.

Q: So how do you integrate other language skills like speaking, listening and writing into reading?

A: Other language skills like reading, 06:00 > 06:15 [ Pas de thématique] writing (and speaking) and speaking. (hmhm) ;but aaacn I can call oo on a child to read or I call on them individually they read the (yes) passage or as the reads, I stop the child Interrupt at a certain point and I tell another child 06:15 > 06:30 [ Pas de thématique] person to continue with the reading (hmhm).

Q: THANK YOU SIR. What are the different types of evaluation do you...give your children?

A: (pause) EEEER (Witten, oral open ended questions em what are the types that you usually use in evaluating them)? 06:30 > 06:45 [ Pas de thématique] In evaluating them? (yes sir). They could be eer written, (yes sir) , they could be written, depending on 06:45 > 07:00 [ Pas de thématique] on the on what I want the , on the aspects of language that I want to get them to get from the passage, (yes sr) hmhm, it could just be oral; (ya) oral (yes sir) to get their how their speaking ability (ability, ya) their speaking ability in the 07:00 > 07:15 [ Pas de thématique] It could be written to see how they can collect information and and and reproduce.

Q: Do you also give them inferential questions?

A: Inferential questions... yes: (ya ) is an aspect of the of a good development of the children

07:15 > 07:30 [ Pas de thématique]

Q: Thank you very much. Please sir, let me come back to.. reading comprehension itself .How do you.. Integrate the Competent Based Approach of teaching in that is recommended in our 07:30 > 07:45 [ Pas de thématique] country today into rea into reading comprehension?

A: Competent; competent base, ( The CBA) yes, (pause) Competent Based approach centers on the children (yes) , it centers on on what the children 07:45 > 08:00 [ Pas de thématique] are able to do, (yes) what they can do. (ya) so I ..Into the system eeeeh (thinking) how do I interprete (pause

Q: (Ok thank you very much sir, thank you I und I really understand your point. I just want to say I am really very really really very grateful for your contribution. But before I go are there some 08:15 > 08:30 [Pas de thématique] new ideas that you may want to add into this topic?

A: Into reading comprehension? (Yes sir, from what from the observation and everything that we've been talking about. is there anything that you may want to add?) If I may want 08:30 > 08:45 [ Pas de thématique] to add something, I may only recommend that book writers should books and text that are...that are eem that are of every day's realization by the children (ok) ya 08:45 > 09:00 [ Pas de thématique] and that evaluation, (yes) evaluation.., the evaluation method that the state is trying to institute (yes sir) the sequential evaluation (yes sir) all those kind things, they should reexamine that method 09:00 > 09:15 [ Pas de thématique] evaluation (thank you sir) because children for example in this class children cannot read..

Q: Thank you thank you very very much for your time and your sincere participation into this study

A: Thank you, you are welcome

09:15 > 09:18 [ Pas de thématique]

GOD BLESS YOU SIR.

Thank you you are welcome

**Teacher BA<sub>6</sub>B**

=====  
Synthèse éditée par Sonal (v.1.9) le 12/04/2017 à 00:13:26  
=====

1 entretien(s) : 20170407\_100712 |

29 extrait(s)

=====  
20170407\_100712  
=====

Caractéristiques :

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Observations :

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00:00 > 00:15 [ Pas de thématique]

<Good morning madam.

Good morning.

Q: Once more thank you for receiving me into your classroom. I just observe your lesson on reading comprehension00:15 > 00:30 [ Pas de thématique] and wish to have a small interview with you on you perception on reading comprehension. So according to you madam what is reading comprehension

00:30 > 00:45 [PERCEPTION]

A: Reading comprehension is when you give a text for pupils to read and answer questions (yes the children interact with the text to come to bring out meaning)

So what is the impact of reading comprehension on your pupils' academic and social life?

Yes the reading comprehension will help pupils 01:00 > 01:15 [PREPARTION AND PLANNING (didactic transposition) ]to interact well with others, to be able to read other subjects. (Ok)

Q: How do you prepare organize your reading comprehension lesson before instruction?

01:15 > 01:30 [PREPARATION AND PLANNING (didactic transposition)]



A: At times I keep them in groups, (I mean before before instruction how do you prepare them your lessons in terms of planning how do you, what do you do) ? I look for teaching aids. (yes) 01:30 > 01:45 [ PREPARATION AND PLANNING (didactic transposition)] like drawing pictures and charts ( not clear)

Q: So where do get the reading comprehension topics that you break into teachable units?

A: From their readers.

01:45 > 02:00 [PREPARATION AND PLANNING (didactic transposition)]

So you follow the units in the readers? (Readers)

Q: In your opinion is it really necessary to teach reading comprehension regularly?

A: Yes it is necessary.

Q: Why why why is it necessary?

A: Because it will help them in other subjects to read other subjects

Q: So how often do you prepare your lesson on reading comprehension?

A: At times three times.

02:15 > 02:30 [CLASSROOM ORGANIZATION and INTERACTION (methods / strategies)] So you mean that in your lesson note book you have three lessons (lessons) on reading comprehension per week?

Q: That's good. So how do you organize your class, your classroom this time bef...02:30 > 02:45 [CLASSROOM ORGANIZATION and INTERACTION (methods / strategies)]ore or during read reading comprehension instruction?

A: I organize them I keep them in groups, I share them into groups at times (yes)

Q: And so what 02:45 > 03:00 [ Pas de thématique] what are the different activities that go on within within the the lesson?

A: The activities at at times one group will come to present the, to read the passage, (hmhm) 03:00 > 03:30 [Pas de thématique] to answer the questions, for the others to see

Q: What the different reading comprehension stages that you follow in teaching?

A: We start with the revision (yes) revision, but there are six stages; revision, didactic situation (situation).

03:30 > 03:45 [CLASSROOM ORGANIZATION and INTERACTION (methods / strategies)]

Q: Ok thank you I understand that. So how.. how. What what what are some of the strategies that you use in teaching?

03:45 > 04:00 [CLASSROOM ORGANIZATION and INTERACTION (methods / strategies)]

A: strat strategy that I use in teaching (reading comprehension) reading comprehension (yes) at times I will one child to come and stand and read for the others to listen.

04:00 > 04:15 [CLASSROOM ORGANIZATION and INTERACTION (methods / strategies)]

Q: Is it necessary to use didactic materials when teaching reading comprehension?

A: Yes it is necessary.

Q: Why is it necessary?

A: Because it will help the children to understand better

04:15 > 04:30 [Pas de thématique]

Q: So what are some of the reading eee some of the didactic materials you use in teaching reading comprehension?

A: Charts, at times real objects depending on the text

04:30 > 04:45 [QUALITY EVALUATION]

(text content)

Q: How do identify pupils with weak reading comprehension ability?

A: I identify them when I give them to read individual sentences

04:45 > 05:00 [ Pas de thématique]

Q: How do you.. What do you do to help those weak ability students?

A: I do remedial classes with them.

Q: At what stage 05:00 > 05:15 [QUALITY EVALUATION]of your lesson do you...At what what stage of your reading comprehension lesson do evaluate the pupils?

A: At the evaluation stage.

Q: And how are they evaluated? 05:15 > 05:30 [QUALITY EVALUATION] How do you evaluate them?

A: At times writing the answers; written evaluation, at times oral evaluations ( we also give them inferential questions that will enable them to think beyond 05:30 > 05:45 [ Pas de thématique] what is found in the .. in the in the text)

Q: How do you integrate other language skills like speaking listening and writing into reading?

A: (Pause) 05:45 > 06:00 [ Pas de thématique] integrate other language skills like you are teaching reading for example or reading comprehension, how can writing come in?, and speaking?

Q: Writing will come in when I can take a dictation passage from the reading comprehension

06:00 > 06:15 [Pas de thématique]

A : (hmhm) (Too low)

Q: So how do integrate your reading comprehension teaching or your reading comprehension lesson into the com 06:15 > 06:30 [CLASSROOM ORGANIZATION and INTERACTION (methods / strategies)] Competent Based Approach or how do you bring Competent Based Approach eeee into your reading comprehension? That is approach of teaching that is recommended in Cameroon? 06:30 > 06:45 [CLASSROOM ORGANIZATION and INTERACTION (methods / strategies)

A: Competent based approach is child centered (how do you bring it in) for the children to work. You the teacher are there just to guide them ( ya, and you make the classroom a.. aaa as a world bring in real life situation into the classroom) real life situation

Q: Thank you so much. I just want to say thank you so much madam but before I go I may want to find out from you if there are any new ideas you can bring into this topic?

A: (PAUSE)

Q: OK; since we are together, I know you may have much to add with time and keep touch because we have our contacts. I just want to say thank you so much, thank you for your time and your participation into this study

## Teacher BA<sub>6</sub>A1

=====  
Synthèse éditée par Sonal (v.1.9) le 12/04/2017 à 11:33:29  
=====

1 entretien(s) : 20170407\_110735 |

37 extrait(s)  
=====

20170407\_110735  
=====

Caractéristiques :

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Observations :

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00:00 > 00:15 [ Pas de thématique]

<Once more good morning madam.

Good morning madam.

Q: Just wish to say thank you for receiving me again into your classroom. I just observed your lesson on reading comprehension and could not go without having small interview with you about your perception of what reading comprehension is about .So according to you what reading comprehension?

00:30 > 00:45 [PERCEPTION ]

P: Reading comprehension is part of English Language that we teach to enable pupils to be able to read and understand. That's just what reading comprehension is. (Thank you very much) .

00:45 > 01:00 [ Pas de thématique]

Q: What what impact does reading comprehension have on your pupil's academic and social life?

A: Reading comprehension helps the children to be able to read any passage or any magazines newspaper s that they come across. It enables them to be able to see and arouse their interest in reading (ya) so much so that if a child sees anything the child will be able to read and understand

01:15 > 01:30 [PREPARATION AND PLANNING]

Q: So how do you usually prepare or organise your reading comprehension lesson before instruction?

A: OK to organize the reading lesson, we use to plan with our lesson notes first (yes) then, 01:30 > 01:45 [PREPARATION and PLANNING (didactic transposition)] [CLASSROOM ORGANISATION and INTERACTION ( methods /strategies)] you look for your material, that is the didactic materials that you are going to use (yes) may be a picture or a text that arouse the interest of the child to that lesson

Q: So where do you get the topics, the reading comprehension topics?

01:45 > 02:00 [PREPARATION and PLANNING (didactic transposition)]

A: The reading comprehension topics we get from the national syllabus and then the schemes of work, then you break them into teachable units to teach the children.

Q: In your opinion 02:00 > 02:15 [PREPARATION and PLANNING (didactic transposition)] is it really necessary to teach reading comprehension regularly?

A: I will say yes because as I have already said when you teach reading regularly, first of all it arouse the interest of the child to reading (hmhm) , and also makes the child to always understand certain things (yes) that concerns the reading (yes) , like reading from magazines as I said earlier (hmhm) , yes.

02:30 > 02:45 [CLASSROOM ORGANISATION and INTERACTION (methods /strategies)]

Q: How do you then organise your..your class during instruction?

A: When we do the reading we organise our class, first we can do it in group or yes we organize the class in group or we can leave the children to learn individually but most often we always organise in group because most of the children don't have text books so you keep the child by (so the reason for putting them together is that they should use the other pupil's text books) other pupils text since they don not have theirs

Q: So what are some of the reading comprehension strategies that you use in teaching your pupils? 03:30 [CLASSROOM ORGANISATION and INTERACTION (methods /strategies)]

A: we use the text books we use the pictures as I've said, the blackboard as I've said; and then the teacher reads, the children read. There are so many strategies that we have. If you wish the pupils read (hmhm) , as individual (hmhm) , then you the teacher you do the model reading because not all the students are able to read.

Q: Are there not some not some activities that you do before, the children start (yes we have activities that..) What are those activities?

A: We have activities that we do before we enter into the reading proper (proper) yes like observing the the pictures we introduce through revision by asking the revision questions (ya) with the pupils by asking them what will link life to the.. to the lesson (ok) you get the observation where give them the picture to observe what is happening in the picture or the text before you

04:15 > 04:30 [CLASSROOM ORGANISATION and INTERACTION (methods /strategies)]  
[PREPARTION and PLANNING (didactic transposition)]

Q: So is necessary to.. is it really necessary to use didactic materials when teaching reading comprehension?

A: I can say yes, it is necessary, didactic materials are very necessary especially when it comes to reading comprehension because first as I have said we use the picture, we use the text (yes) itself so it so it is good and is necessary for you to have those things for the pupils work sometimes it will be difficult words in those passages that you have to give them, then you first of all you explain and discuss the difficult words first, they go to the picture the explain anything they cannot understand from he picture then you can  
05:00 > 05:15  
[QUALITY EVALUATION] that you need to explain before you give the meaning on the board. (Thank you so much)

Q: So how do you identify weak ee pupils with weak reading comprehension ability in your class?

A: From the reading itself when you ask a child to read may be just the..the topic of the passage (yes) , sometimes the child will not be able to read the the the topic (hmm) and when you blend them in groups, others will read and then you quickly identify them

05:30 > 05:45 [CLASSROOM ORGANISATION and INTERACTION ( methods /strategies)] because as others are reading through the passage, those ones that cannot read they will only be observing the sentences without (ok) , without opening their mouth may be to read aloud.

Q: So how do help them?

A: You help them through remedial teachings may be you get them out of the group now, and you give them extra work may be short sentences or words (yes) , and you help them to read with you may be at ordinary time not at the class time.

06:00 > 06:15 [QUALITY EVALUATION]

Q: So at what stage of the reading comprehension lesson do you evaluate your pupils?

A: You know that the reading itself has stages, so the evaluation comes at the evaluation stage

Q: And how do you integrate 06:15 > 06:30 [INTEGRATION] other language skills like speaking ,listening and writing into to reading?

A: Just through conversation, yes through conversation. You first of all ask the children may be to converse through text, the text that they gave them may be it was a dialogue they converse, and then, you can also ask them to just without reading orally 06:45 > 07:00 [QUALITY EVALUATION] questions that may communicate the text orally without necessarily reading them from somewhere (Thank you) .

Q: What are the different types of evaluation you give your pupils on reading comprehension?

07:00 > 07:15 [QUALITY EVALUATION]

A: We usually give them just one type of evaluation when it concerns the reading because reading comprehension is reading the passage and understanding to answer questions so we give them just the summative the 07:15 > 07:30 [QUALITY EVALUATION] summative evaluation that they will answer the reading because they re read the passage now and they will answer the questions now from the from the... (so you don't give them questions that they can they can answer beyond the passage) ? No! with reading comprehend comprehension questions are based from the passage. (ok) . Yes you can give somebody a question that is out just about talking talking about he persons opinion about what we read from that passage.

Q: So madam how 07:45 > 08:00 [INTEGRATION] do you integrate the Competent Based Approach into into your reading comprehension lesson?

A: From the objectives from the objectives you know that the teaching this time goes with the objective (yes) , yes so from the ee the the reading you look at the objective and the objective of reading comprehension is just that comprehension, is just the understanding of a child. So from there you will evaluate the child based on the (on the passage) passage (ya) and from the you get out the objective whether it is attained.

Q: Thank you so much thank you I am very grateful. But before I go I may want to find out from you if there any new ideas you have to add on this subject or on this topic.

A: There will be no other ideas to talk because as I have sad reading is just reading like that so when get the passage you just work with the passage with the children, if is a pictures you work with the picture with children

Q: Thank you very much, thank you once more for your sincere participation into this study. GOD BLESS YOU MADAM

A: Same to you

#### **APPENDIX IV: ASSESSMENT**

**Read the instruction labeled on medicine bottles carefully and do the exercises that follow.**

Children's cold Remedy

*To relieve the common symptoms of cold*

Dosage

**Not to be given to children less than two years old**

**2-5 years: Not to exceed 1 Teaspoon**

**6-11 years: Not to exceed 2 Teaspoons**

**A dose may be given every 4 to 6 hours. But not more than 4 doses in every 24 hours.**

**WARNING: This medicine could cause some patient to become very sleepy or giddy. Stop its use after 5 days. Never give children with a heart problem.**

**KEEP IT AND ALL MEDICINE OUT OF THE REACH OF CHILDREN**

**SECTION A: Match each phrase in group A to that which has a similar meaning in group B.**

**Group A**

Exceed

Relieve

Giddy

Symptoms

less than

**Group B**

younger than

sleepy

signs

make better

more than

**SECTION B: Choose the correct answer from the bracket and write in the blank.**

For which illness could you take this medicine?..... (Malaria, cold, typhoid)

How much could be given to a one year old child? ..... (1teaspoon, nothing, 2teaspoon)

What is the most a three year old child can take? ..... (1teaspoon, 4teaspoon, nothing)

For how long could this treatment last?..... (24hours, 5days, 1day)

What do we do when feeling giddy?..... (Take more, go to sleep, stop its use)



**SECTION C: Read the instructions labeled on the second bottle carefully and in your own words answer the fo questions that follow in the spaces provided.**

<p>CHILDREN's PAIN &amp; FEVER CURE-ALL</p> <p><i>For quick effective relief of fever, flu and cold symptoms, earaches, headaches &amp; other illnesses.</i></p> <p>Dosage guide:</p> <p>Under25km consult physician</p> <p>25-30Kg     1teaspoon</p> <p>40-50Kg     2teaspoon</p> <p>50-60Kg     2and a half teaspoons</p> <p>60-70Kg     3teaspoon</p> <p>70-80Kg     3and a half teaspoons</p> <p><b>To be taken every 4 hours as needed. But not more than 5times in 24hours</b></p> <p>Warning: must be stopped after 5days. Symptoms continue or other symptoms appear consult your physician. Keep this and all medicines out of children's reach</p>
--

- 6) Why do you suppose the remedy is called cure all? .....
- 7) What is meant by consult a physician? .....
- 8) Suppose you are left to take care of your sick sister who takes this medicine. What would you do if she shows other signs or symptoms? .....
- 9) Suppose your weight is 63Kg, how much can you take in one day? .....

10) Why must all medicines be kept out of reach of children? .....  
.....

**SECTION D: Confirm or reject the statements below by writing either TRUE or FALSE in the spaces.**

- 6) It is usually advisable to go to the hospital when we are sick. -----
- 7) At the hospital we consult a doctor or physician. -----
- 8) We must not read the instructions before taking our medicines. -----
- 9) We can continue taking our medicines when symptoms of illness continue. -----
- 10) Our medicines could be kept for children to play with so that they don't cry. -----

## APPENDIX V:

Pedagogic Inspector  
Basic Education  
Yaounde VI District  
Mfoundi Division  
20<sup>th</sup> February 2017

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Dear Madam,

My name is Vivian Akah Mba, currently enrolled in the Department of Subject Didactics in the Faculty of Education at the University of Yaounde I. The research I wish to conduct for my Master's dissertation involves, Didactics Action on Reading Comprehension: Impact of Primary school Teachers' Organizational Strategies on Pupils Comprehension Ability. This project will be conducted under the supervision of Professor Nkemele, Senior Lecturer ENS Yaounde.

I am hereby seeking your consent to approach a number of schools in the Yaounde VI district to provide participants for this project. The schools include; GBPS Biyem Assi Group I A and B, Group II B, GBPS Etoug-Elbe Group I and PNEU School Yaounde.

I have provided you with a copy of Research Attestation from the Dean of Faculty of Education as well as a sample letter to the Head teachers of the school mentioned above.

Upon completion of study, I undertake to provide the Yaounde VI Inspectorate with a bound copy of the full research report. If you require any further explanations, please do not hesitate to contact me on the number 676295879.

Thank you for your time and consideration in this matter

Yours sincerely



*Mme Bissouth née  
Bissoum-Abana Christine  
Professeur des Ecoles Normales d'Instituteurs*

17 th February 2017

The Head Teacher

P NEU School

Yaoundé

RE: PERMISSION TO CONDUCT RESEARCH STUDY

Dear Sir,

I am writing to request permission to conduct research study at your institution. I am currently enrolled in the Department of Subject Didactics in the Faculty of Education at the University of Yaoundé I, and am in the process of writing my Master Thesis on the topic 'Didactic Action on Reading comprehension: The Impact Of Primary School Teachers' Organisational Strategies In Teaching Reading Comprehension On The Pupils Reading And Comprehension, Ability'

I hope that school administration will allow me to observe the Reading Comprehension Lessons in Class 5 and 6 Due to the nature of the study, I hope to recruit 5 boys and 5 girls each from these classes that would be randomly selected by me to sit for a small test on this subject. The survey result will be pooled for the thesis project and individual result of this study will remain absolutely confidential and anonymous. Would this study be published, only pooled results will be documented by either your school or individual participants. Your approval to conduct this project will be greatly appreciated. I will follow up with telephone calls and would be ready to answer any question or concern that you may have. You may contact me at y telephone 676 29 58 79.

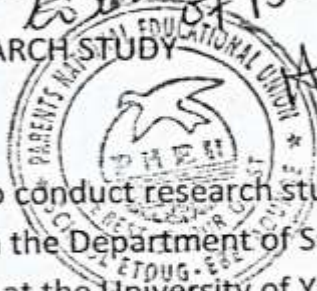
If you agree, kindly sign below and return to the self-addressed envelope,

Sincerely

VIVI AKAM MBA



*Approved and forwarded to the coordinators of P5 and 6, for action.*



*Ali' 20/02/17*

17<sup>th</sup> February 2017  
The Head Teacher  
G.B.P.S MVOG – BETSI Gr. 1  
YAOUNDE

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If you agree, kindly sign below and return to the self-addressed envelope,

Sincerely

VIVIAN AKAH MBA

*Approved*



28 FEB 2017

*Bucha Patrick Fukim*  
I.E.G

GBPS Buym Assi SIC 11B  
The Head teacher.

Received Mme Vivian  
AKA MBA at my office  
for a survey in  
classes 5 and 6B



21 FEB 2017

*Elfa Joseph Elfa*  
IPEEG

RÉPUBLIQUE DU CAMEROUN  
Paix – Travail - Patrie  
\*\*\*

UNIVERSITÉ DE YAOUNDÉ I  
\*\*\*

FACULTÉ DES SCIENCES DE  
L'ÉDUCATION  
.....



REPUBLIC OF CAMEROON  
Peace - Work - Fatherland  
\*\*\*

THE UNIVERSITY OF YAOUNDE I  
\*\*\*

THE FACULTY OF EDUCATION  
\*\*\*

N° \_\_\_\_/16/UYI/FSE/DID 3

Yaoundé, le.....

## ATTESTATION DE RECHERCHE

.....

Je soussigné, **Pr. MBALA ZE Barnabé**, Doyen de la Faculté des Sciences de l'Éducation, atteste que l'étudiant VIVIAN AKAH MBA matricule 1443863, est inscrit en Master II au Département de Didactique des disciplines, année académique 2016/2017.

L'intéressé (e), dans le cadre de ses travaux de recherche, a besoin d'une bonne connaissance du terrain à acquérir auprès des écoles primaires et normales, des lycées et collèges de son choix de la ville de Yaoundé.

En foi de quoi la présente attestation lui est délivrée pour servir et valoir ce que de droit. /-



*Barnabé MBALA ZE*  
Professeur