

## The nexus between theory and practice in non-reading Ethiopian pre-schoolers' beginning reading EFL classes

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### **Abstract**

*Exploring the pre-kindergarten area of specialisations of pre-schooler EFL teachers, the components of the BRI, and the BRI by pre-school levels were the purposes of the study. With distinct and complementary purposes, a questionnaire and one year of corpora were used to collect data. The study lent itself to Adams's (1998) Parallel Distributed Processing Model of early reading acquisition. Pre-school teachers' qualification was found out to be from areas unrelated to pre-school streams. The mean scores ranged from the phonemic and early writing attempts which were least frequently practiced to the alphabetic and letter behaviours which were the most frequently practiced with analogous significant p-values, respectively. However, these findings were at odds with the findings drawn from the analysis of the corpora. The findings of the latter and the questionnaire doubted the conclusive nature of the BRI. With a few exceptions, ANOVA results showed that "shallow" letter and sound typologies were made the center of the gravity of the pre-school EFL programs.*

### **Keywords:**

Alphabetical and letter behaviours; Beginning Writing Behaviours; Phonological and Phonemic Behaviours; Comprehension and Verbal Behaviours; Beginning Verbal Behaviours

## **Introduction**

In contemporary Ethiopia, pre-school education has been recognised as a component of the formal curricular activities. Cognisant of this, the Ethiopian Ministry of Education developed a pre-school program document in May 2009 which stipulates the goals and objectives of the program, in general, and pre-school English teaching, in particular. The practises have been mainly limited to many of the urban centres. The Ethiopian pre-school education document specifies that pre-school education, in general, and pre-school years of English teaching, in particular, is optional and has been left for stakeholders other than the government (EFDR's Preschool Document, 2009).

Yet, pre-schoolers in their pre-school EFL classes appeared to explore many language forms and functions that might range from their knowledge and skills about shapes of the letters with their analogous functions. Pre-schoolers can apply their knowledge of the functions of both forms of the alphabetic letters; for example, when they use them to write their name, name objects, designate and identify concepts. English teaching during pre-school years helps pre-schoolers explore the forms and functions of the alphabetic codes and phonological features of the English language.

A research by Servick (2008) indicated that teacher factors played indispensable roles in the success of pre-school EFL instruction for two basic reasons. Firstly, children mainly spend much of their formal pre-school classroom practises with their teachers who influence the overall social practises, for they are too much proximal to the practises than anyone else. Secondly, teachers play a mediating role between pre-school English classroom instruction and other factors. Still, the larger social context in Ethiopian pre-school programs hardly plays important roles in the success of pre-schoolers' EFL learning over the pre-school years. Moreover, some overseas research findings have echoed that pre-school teachers do not adequately teach many of the EFL sounds and letters which are required to be

mastered by pre-schoolers over the levels, kindergartens (Dickinson & Tabors, 2002; and the National Early Literacy's Recommendation; 2009). Teachers, in contradiction, have been practicing the foundations of children's future foreign language knowledge and skills where their knowledge and skills appeared to exist on a continuum from little to none at all (Chall, 1996; Adams, 1998; Liddicoat, 2004; McGuinness, 2004; 2005; the National Early Literacy's Recommendation; 2009). Yet, research has shown that pre-school language knowledge and skills predict pre-schoolers' language abilities in the levels as well as successive grades. Wragg (1998) supports the view that primary literacy skills are building blocks of pre-schoolers' linguistic abilities of non-conventional and conventional reading skills and other language abilities. Blair (2002) asserts that the fundamental causes for difficulties of decoding skills are due to the difficulties emanating from processing sounds in speech which obviously varies from one learner to the other. Beginning reading instruction (for short, BRI) has also been given minimal attention and missing in many of the research compilations (Crawford, 2002). Desimone et al. (2004) argue that there is irregularity in the kindergarten teachers' classroom practises. Overseas' studies hardly reported about questions pertaining to the appropriateness of EFL teachers' qualifications, what exactly pre-schoolers learn over their pre-school years and the adequacy of the instruction. Currently, local research is also scanty (Cherie, 2014). Consequently, this study is an attempt to fill in these observed theoretical and practical gaps.

### Research Questions

This study was conducted to answer the following specific questions.

- Do kindergarten pre-school EFL teachers have relevant qualification to teach English in the pre-school programs?
- In practise, what do pre-schoolers learn over their pre-school years?
- Do the mean scores of the linguistic skills significantly differ by pre-school grade levels?

## Methods

A descriptive study guided the research questions as well as findings and discussions. In search of thick and detailed data description on all the research questions, the researcher, thus, used descriptive research design. In line with this thinking, Seliger and Shohamy (1990, p.125, 129) have put forward the view that: "Descriptive research in second language acquisition provides descriptions of naturally occurring phenomena connected with language development".

### Bahir Dar: The research setting

All private pre-schools at Bahir Dar town constituted the research setting of the study. The settings were restricted to private pre-schools in Bahir Dar town, for there appeared to be many pre-schools than it would be otherwise. These schools were chosen, for the researcher was a full-time teacher in the Department of English Language and Literature of the Humanities' Faculty of Bahir Dar University. It was difficult for him to conduct the same research on the other distal settings where there was little time to get a leave of absence. Thus, this helped the researcher to get enough time to collect substantial data for his research in parallel with his fulltime teaching which made the data gathering much easier than would otherwise have been the case (Cohen, Manion and Morrison, 2007, p. 79).

### Corpora decision and collection

One year of corpora of classroom activities, worksheets, and assignments, daily quizzes, weekly tests, monthly tests, and final examination papers were collected from pre-school EFL teachers, school principals, pre-schoolers' folders and handbooks. The corpora were collected during the first academic year of 2016 and the second academic year of 2017. Hence kindergarten 1 pre-schoolers were not able to manage their EFL lessons on their own materials; the available worksheets were collected from one child's folder from each level. Pre-schoolers who were absent for few school days were chosen. Corpora collection was started in October 30, 2016 and ended in April 30, 2017. Similar procedures were followed when the corpora were collected from the remaining two kindergarten levels.

## Questionnaire

Besides with the corpora, a strand of comprehensive questionnaire, on all the components of the BRI, was administered to 182 private pre-school EFL teachers who carried out the actual BRI. It was used to find out information on pre-school English teachers' qualifications and the extent to which pre-school EFL teachers practised all genres of the BRI. Consequently, with the exception of the digital literacy, pre-school teachers of all levels were asked to rate how frequently they taught each genre of the BRI.

## Sampling techniques

Two sampling techniques were applied while the research participants were selected. Accordingly, purposively, one year of corpora were collected from one representative pre-school class of all levels. However, comprehensive sampling was used to select the participants who completed the questionnaire. The aim was to get evidences on the extent to which each typologies of a particular genre of the BRI was adequately taught across the hierarchies of pre-school structure.

## Data analyses techniques

The data on pre-school EFL teachers' qualification, before they were employed as pre-school teachers, was analysed through frequencies and percentages. Similar techniques were also used to analyse corpora. The corpora were analysed, interpreted and the analogous findings and discussions were made. Before the typologies of the activities were quantified, all the textual population were carefully read, re-read, re-counted, and identified as the number of times they were observed in the pre-schoolers' worksheets, folders, and textbooks. Moreover, Independent sample test was also computed to test whether the components of the BRI were above the test-value, 3.0. One-way analysis of variance was also used to test the mean scores of the genres of the BRI by the kindergarten levels.

## Theoretical framework

Adams's (1998) Parallel Distributed Processing Model is used to conceptualise all the components of the BRI. It is used to study how all the components work interactively before pre-schoolers' early grade reading behaviours automate. It is also used to illustrate all forms of data.

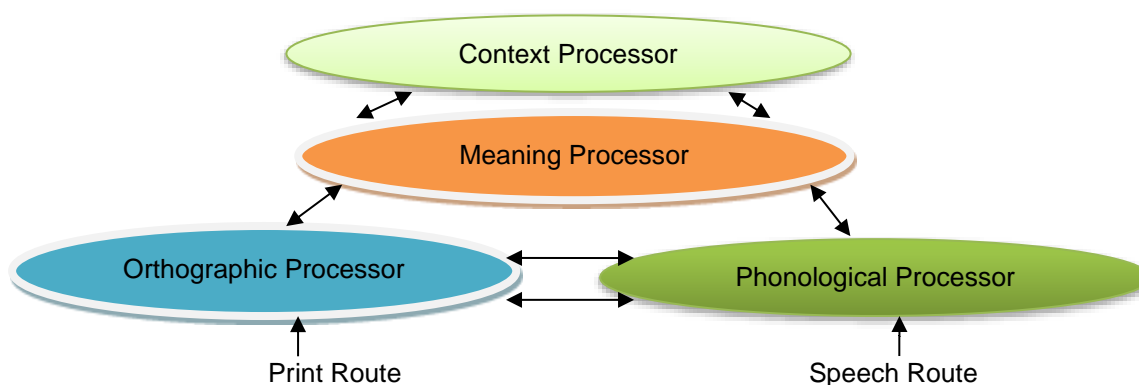


Figure. 1: The PDPM (Adams, 1998:158)

This model is a prominent model to examine the BRI and related practises. The four-equal-sized processors on the reading computer are taken as metaphors to explain pre-schoolers' cognitive processing which is assumed to take place on its four-equal-sized, circular, coloured and compartmentalised parts. It assumes interactive and networked relationships between and among the constituents of the BRI. The two parallel arrows on the left and the other on the right serve as entrance gateways to pre-schoolers to acquire their pre-school language literacy. The four processors: the orthographic processor, the phonological processor, the meaning, or the message processor, and the context processor are connected to each other by circular double arrows. The meaning processor serves as the sole processor that receives networked connections, e.g., knowledge and skills about letters, from all the processors, including itself. On the contrary, it delivers information, to itself and to all the other processors. The double-arrows among all the processors work according to the connectionist principle and

are connectionist in nature (Seidenberg, 2005).

Tracey and Morrow (2006) elaborate that there has to be stronger intra-letter and inter-letter associations in, between and among letters, letter-pictures, picture-words, and words that frequently taught with each other than the case would be otherwise. As the frequency of the connections increase between and among these four processors, the children's knowledge between and among the orthographic, phonological, word knowledge, and constructions of meanings will also increase.

## Results and Discussions

The order of research questions was used as a frame while the results, the findings and the discussions are reported. The 1<sup>st</sup> research question was articulated to examine whether the beginning reading EFL teachers had appropriate training in pre-school streams and related areas. Consequently, the findings and discussions began with it.

As shown in table 1 below, pre-school EFL teachers' qualifications stood on a continuum from those who had diploma in general education to many others who had their diploma in many distal streams. Critically, the educational profile of pre-school teachers in Montessori education, i.e., 3.8% might seem appropriate to the curriculum and syllabus requirement of the three years of Ethiopian optional kindergarten education. Pre-school EFL teachers who had diploma in general education constituted slightly above half of the participants, i.e., 56%, despite the relevance of their qualification to the pre-school education would remain open to question. These teachers might not be proficient enough to address the English learning needs of pre-schoolers. These would require pre-school teachers to possess good knowledge of English language and working level of proficiency in it.

In table 1, 31.8% of the teachers were trained in distal areas from what might be required for pre-school education. Consequently, two major findings could be made. Overall, the pre-school BRI is being carried out by those teachers who had diploma in general education (56%). This might, in turn, question the effectiveness of the instruction. Part of the same instruction was also carried out by those professionals (31.8%) who did not take appropriate training in pre-school English teaching. This showed that the programs were destinations for any professional who did not take relevant training and served as a transitory job until they could get a paying one relevant to their training.

The whole array of the findings could raise a number of questions. It would be difficult to think of the success of the goals of pre-school EFL programs given that the BRI was being carried out by any professional who did not take well-tailored training on relevant streams. This contradicted with the assumption that a range of learning opportunities would be created to pre-school language learners. Significantly, this might doubt the success of the language policy of English teaching over pre-schoolers, in particular, and the goals of pre-school programs, in general.

Table 1: *Pre-school English Teachers by Area of Specialisation*

No.	Area of Specialisation	Participants' Responses	
		Frequency (f)	Percentage (%)
1.	General Education	102	56.0
2.	Language Studies	15	8.2
3.	Montessori Education	7	3.8
4.	Amharic	4	2.2
5.	Social Sciences	11	6.0
6.	ICT	9	4.9
7.	Health Sciences: Nursing & Pharmacy	4	2.2
8.	Secretarial Science	3	1.6
9.	Others from 18 Distal Professions	27	14.9
Grand Total		182	100.0

The second objective of this study was to examine what pre-schoolers learn over their pre-school years. Partly, this was studied from the results derived from the corpora which were collected from pre-school EFL classes. Partly, it was examined from analyses and reports drawn from the questionnaire. Thus, this section began with the results of the corpora collected from kindergarten 1 pre-

schoolers' folders and exercise books. These were also followed by the reports and discussions of the corpora collected from kindergarten 2 and kindergarten 3 EFL classes.

As displayed in table 2, p.5, the particular typologies of the activities which kindergarten 1 children were taught over their BRI did not include various and complex graded activities. For example, the components of these corpora did not subsume early EFL reading practises and early EFL writing. Yet, these genres and their typologies seemed to have strong connection to the analyses of the alphabets, letters and early grade English reading practises were not observed in the corpora.

Activities on picture-words, in table 2, constituted 156, i.e., 99% of the whole BRI. In fact, these practises would help pre-schoolers examine and experiment the connections between the alphabetic letters, the picture-based letters, and words, on the one hand, and the interactions of graphemes and words, on the other. They could practice "nonconventional" word reading using the orthographic information of letter-pictures, letter-words, and picture-words and letter-related concepts. These could help pre-schoolers observe the position of the letters when the orthographic skills are used in either at the beginning, or in the middle, or at the end as one of the constituents of the letter-pictures, letter-words, or picture-words, and actual words. Pre-schoolers could examine the structure of words not only in their orthographic forms but also in their phonological features which are documented as foundations for learning to read, beginning reading, and conventional reading.

A close look at the entire picture of the corpora in table 2, required pre-schoolers mainly to sense, to trace, and to shade/colour both the uppercase and lowercase forms of the alphabetic letters. The BRI seemed to poorly focus on the higher genres. This included phonological knowledge and skills, phonemic knowledge and skills, and other foundations of children's verbal knowledge and skills, beginning EFL reading practises, conventional reading skills, and other auditory activities. Early EFL writing practises, grammatical units, and varied text forms and functions such as three word sentences and long texts were not taught to these pre-schoolers. The instruction was exclusive of the other typologies of the activities hence for pre-schoolers' practises were only destined to the analyses of alphabetic letters; intra-letter and inter-letter relationships with letter-pictures, letter-words, picture-words, pictures and words. The reasons for this may be many. However, the objectives of the instruction; the teachers' qualification and their knowledge about the BRI; their linguistic proficiency and the kindergarten levels where the corpora were collected might count for its inconclusiveness.

Thus, these results tended to contradict with the core tenets of the Dual-Route Cascaded Model of beginning reading because the corpora revealed that pre-schoolers over their kindergarten 1 EFL classes were mainly taught about orthographic concepts, i.e., knowledge and skills of letters, and some-how forms of words and their functions. The implication of the findings could indicate practise and knowledge gaps observed in the beginning reading teachers' instruction.

Table 2: *Summary of the Corpora Collected from Kindergarten 1 Pre-schoolers' Folders*

No.	Pre-school EFL Corpora	Typologies of the Corpora	Frequency	
			Frequency (f)	Percentage (%)
1.	Trace uppercase letters	Analyses of letters with early writing attempts	104	66.0
2.	Trace lowercase letters			
3.	Shade/colour uppercase letters			
4.	Shade/colour lowercase letters	Analyses of letter with picture-words	52	33.0
5.	Shade/colour lowercase letters and their corresponding picture-words			
6.	Shade/colour uppercase letters and their corresponding picture- words	Analyses of picture-words	2	1.0
7.	Colour/shade pictures			
Grand Total			58	100.0

As shown in table 3, p.6, pre-schoolers seemed to focus on the analyses of letters and early writing behaviours. These consisted of tracing and writing both uppercase and lowercase letters; analyses of letter-words; analyses of picture-words and analyses of words. Moreover, conventional word writing

practises; and analyses of phonemes and picture-word reading were also taught to these pre-schoolers. Analyses of letters with letter-words, picture-words, and words accounted for 76, i.e., 67% of the instruction. These pre-schoolers spent much of their school time on studying alphabet letters that constituted nearly 67% of the whole instruction. On the contrary, the findings drawn from the same corpora, as illustrated in table 3 below, showed that 10% of the instruction was on the analyses of words and their structures and conventional word reading skills. The latter and the phonological typologies were the first and the second least practiced genres, respectively. These included reading cardinal vowels via reading letter-pictures, letter-words and attempting to read words conventionally. In connection to this, pre-schoolers were asked; for example, to write out the beginning sound of pictures; and to complete picture-words with the appropriate vowels of /a/, /e/, /i/, /o/, and /u/.

Nevertheless, the linguistic applicability such as lexical learn-ability; cultural appropriateness and pedagogic implications of some of the letter-words and picture-words would remain questionable. Vocabularies of fruits such as apple, ham, plum, cherry, peach, lychee, watermelon, pomegranate, kiwi fruit; and name of unfamiliar wild animals such as yak, newt, walrus, penguin; and objects such as slide, roller skate, cot, rug, hose, jam, igloo and icing could be mentioned. It was found out that sentence level and text-related practises were wholly missing from the BRI.

Table 3: Summary of the Corpora Collected from Kindergarten 2 EFL Classes

No.	Each Pre-school EFL Corpus	Typologies of the Corpora		
		f	%	
1.	Trace the letters, match the letters	Analyses of letter with early pre-school EFL writing behaviours	45	40.0
2.	Write the lower and uppercase letters			
3.	Re-write the letters			
4.	Write the missing letters			
5.	Match the letters to picture-words	Analyses of consonant letters/sounds with letter-pictures, letter-words, and picture-words	31	27.0
6.	Circle the first letter of each picture			
7.	Identify beginning consonants of each picture and word			
8.	Complete words with letters in words' initial positions.			
9.	Identify beginning consonant sounds in words' initial position			
10.	Identify consonant Xx in words' beginning and ending positions			
11.	Supply letter O in the word medial position	Analyses of words and word writing practises	10	9.0
12.	Match words to pictures			
13.	Re-write one syllable words			
14.	Re-write the given words			
15.	Write the beginning sound of each picture			
16.	Complete picture-words with short vowel A /a/			
17.	Complete picture-words with vowel E [/e/]			
18.	Supply short vowel I [/i/] in words' medial position.			
19.	Write the beginning sounds of each picture	Applications of cardinal vowels:(phonological analyses, reading letter-words, reading picture-words and word reading	27	24.0
20.	Complete words with short vowel [/O/] in words initial position			
21.	Identify short vowel U [/u/] in words' initial position and complete words with short vowel U [/u/]			
22.	Write the ending sound of each picture			
23.	Match the same vowels			
24.	Write the vowel sound of each picture	Applications of cardinal vowels:(phonological analyses, reading letter-words, reading picture-words and word reading	27	24.0
25.	Circle rhyming words			
Grand total of the Frequencies of the Typologies of the Corpora		113	100.0	

Following is the results, findings and discussions of the corpora collected from kindergarten 3 pre-schoolers' EFL classes.

Over kindergarten 3, the quantities of the genres of the corpora, in relative terms, tended to increase than the cases were for the former two kindergartens: kindergarten 1 and kindergarten 2 (See Table 1 and Table 2, p.4 & p.5, respectively). These typologies explained nearly 53% of the instruction unlike the case was for the former two kindergartens. Moreover, the emerged typologies such as oral language practise, explorations of grammatical forms and functions, analyses of short texts, on the other hand, were taught to only kindergarten 3 children. However, the BRI typologies which could require pre-schoolers to apply complex text skills such as text production and text comprehension skills were inadequate.

It can be referred from table 4 that the genres of alphabet letters, illustrations of letters with picture words, analyses of consonant letters/sounds with picture-words, and letters with picture-words were noted as the most frequently practiced typologies. Moreover, analyses of consonant letters/sounds, analyses of sounds with picture-words, and analyses of picture-words with conventional words were also practiced. Altogether, the orthographic typologies explained 73% of the entire instruction. As displayed in the same table, on the other hand, the same instruction accounted for nearly 99% and 67% of the instruction taught to kindergarten 1 and kindergarten 2 pre-schoolers, respectively. It was found out that the quantities of the corpora on the phonological component of the language tended to be inadequate for kindergarten 3 children because they were about to complete their kindergarten 3 English lessons. Up-on the completion of their kindergarten 3 English lessons, they are expected to have grade-appropriate proficiency in English. These foundational reading abilities would, in turn, become crucial for their success in their early grade reading and later grade reading programs. Whether pre-schoolers would be successful in reading texts, composing texts, describing themselves verbally, listening and understanding texts and acquiring adult-like English proficiency without having adequate exposure to these complex phonological features of the language would remain open questions. The developmental appropriateness of the entire instruction conveyed to all levels of pre-schoolers would also be questioned; despite it would not be a subject of discussion for the present study.

Overall, the corpora might seem inconclusive when compared with the competencies they are expected to develop over this pre-school level. These findings also tended to converge with the major findings derived from the results of the questionnaire. Evidences tapped from the two findings disclosed that pre-schoolers were taught about simple orthographic and sound concepts the whole way through the kindergarten. These contradicted with the core tenets of the Adams's (1998) PDPM.

Table 4: Summary of the Corpora Collected from Kindergarten 3 EFL classes

No	Typologies of the Corpora	Corpora	
		f	%
1.	Analyses of alphabetic letters	43	28.0
2.	Analyses of alphabetic letters with pictures	18	12.0
3.	Analyses of consonant letters/sounds with picture-words	20	13.0
4.	Analyses of sounds with picture-words	31	20.0
5.	Analyses of picture-words with words	15	10.0
6.	Oral language practise, e.g., describing pictures	4	2.0
7.	Analyses of grammatical forms and functions, e.g., application of articles, nouns, demonstrative pronouns, verbs, and number concepts	7	5.0
8.	Analyses of sound patterns in forming words, e.g., __at, __ in, __ot, __ug, etc	6	4.0
9.	Analyses of the syntactic structures and functions, e.g., three to four word sentences	9	6.0
Grand Total of the Typologies of the Corpora		153	100.0

In table 5 below, results of the one-sample t-test were also used to determine whether the major components of the BRI were above the test-value. Consequently, the findings and discussions of the one-sample t-test results are presented below.

It is inferred from the table below that alphabets, letters, book and print, early word learning appeared to be taught nearly always because the mean scores ranged from 4.17 to 3.70 with a small deviation

made below 1. Other complex concepts such as phonemic skills, early writing and initial verbal behaviours of the beginning reading were sometimes taught. The direction of the mean difference could indicate that all components were not adequately emphasised. Moreover, the difference in the rank-ordered mean scores appeared to indicate that the teachers' instruction was inconsistent as one would go from the orthographic skills: alphabetic and letter concepts to phonemic concepts and early writing attempts, respectively.

However, 2-tailed p-values would indicate that teachers tended to consider all the components of the beginning reading instruction. All the statistically significant p-values could imply that pre-school EFL teachers taught all the components of the BRI inclusively. On the one hand, the direction of the mean scores showed that the kindergarten English teachers were pre-occupied in teaching the shallow/surface beginning reading concepts throughout the kindergarten programs. On the other hand, the BRI with relatively lower mean scores such as the sound concepts, and early writing attempts which could serve as foundations for pre-schoolers' early grade reading abilities and conventional ones were not adequately practiced. These finding might question the adequacy of the instruction and indicate the gap between theory and practise, instructional gap.

Table 5: *One-Sample Statistics (N=182)*

Dependant Variables	Test Value=3.0			
	Mean	Std.	t-value	Sig. (2-tailed)
Book and print concepts	3.83	.84	13.44	.000
Alphabetic skills	4.17	.65	24.4	.000
Letter skills	4.10	.81	18.16	.000
Phonological skills	3.64	1.13	7.68	.000
Phonemic skills	3.21	.78	3.64	.001
Early writing behaviours	3.31	1.23	3.45	.000
Early reading behaviours	3.78	.82	12.81	.000
Word learning behaviours	3.70	.99	9.58	.000
Early Verbal skills	3.61	1.00	8.16	.000

\* < .05

The 3<sup>th</sup> objective of this study was to measure statistically whether the linguistic skills non-reading children learn significantly differed by pre-school grade levels. One-way analysis of variance was computed to compare the means of the three groups: KG1, KG2, and KG3 on the dependent variable.

In table 6, p.9, the F-values for letter concepts, phonological concepts, phonemic concepts, early EFL writing behaviours, beginning listening comprehension and word learning and beginning EFL verbal behaviours between the groups were found out to be 3.425, 15.202, 3.368, 4.702, 9.242 and 6.423, respectively, with statistically significant p-values at .05 alpha level. With the exception of the foundations of letter concepts which accounted 15%effect size (large effect size), the remaining constituents accounted for medium effect size. These genres did not significantly contribute to the variations observed between the components of the BRI across the three kindergartens. These components of the BRI were practiced differently due to the delineated objectives and goals of English teaching in the kindergartens. Partly, the statistically significant p-values might indicate that various focus and attention was given to the components of the BRI all way through the kindergarten. Firstly, these might have been instructed as foundation, i.e., taught first, and others were delivered after. The difference could have emanated from the varied conceptions teachers held regarding the instructional importance of the BRI. This could bring a carry-over effect on the instructional variation reported for all statistically significantly practiced components.

However, the F-values of the ANOVA results, in table 6, for book and print concepts (catching exercise books up-right, identifying varied parts of a book, opening pages successively) and alphabetic concepts, beginning reading behaviours (digraph reading, reading words by their spelling pattern, reading words by counting their sounds, reading basic familiar words) were .689, .500 and 2.807. All were not statistically significant at .504, .608 and 063, respectively. Unlike the beginning reading foun-



dations which contributed nearly the largest effect size (9%), the book and print concepts and the alphabetic skills contributed the smallest effect size for the variation, below 1%. The statistically not significant result could be due to chance factors and other working reasons.

Illustrate below in table 6, the statistically not significant results could imply that those set of linguistic skills were not equally emphasised by the kindergarten teachers of all levels. The main reason for the variation could be that teachers did not consider these genres as equally important as the ones which were taught differently across the three kindergartens, statistically significant ones. This finding could imply that these sets of the BRI were not only missing from the textbooks, in use, but also were not made part of the kindergarten English syllabus and curriculum. Consequently, teachers might have overlooked, or skipped them. Thus, these genres were not given consistent coverage and focus. This finding might contradicted with the argument that the foundational orthographic and sound skills should be practiced when non-reading children were at the threshold level (KG1), not the whole way through the kindergarten (McGuinness, 2005).

Table 6: *One-Way ANOVA Results from SPSS*

Dependent Variable	Between Groups: KG 1, KG 2, KG 3	Sum of squares	Mean Squares	F-ratio	Sig.	Eta- Squared
Book and Print Concepts	Between Groups	.967	.484	.689	.504	.008
Alphabetic Concepts	Between Groups	.421	.211	.500	.608	.006
Letter Concepts	Between Groups	4.372	2.186	3.425	.035*	.037
Phonological Concepts	Between Groups	33.558	16.779	15.202	.000*	.145
Phonemic Concepts	Between Groups	4.010	2.005	3.368	.037*	.050
Beginning Writing Behaviours	Between Groups	13.613	6.806	4.702	.010*	.030
Beginning Reading Practices	Between Groups	3.743	1.872	2.807	.063	.094
Listening Comprehension and Word Learning	Between Groups	16.491	8.246	9.242	.000*	.067
Beginning Verbal Skills		12.192	6.096	6.423	.002*	.036

\*  $p < .05$

## Conclusion

The findings drew from all forms of data showed theory and practise gaps in English teaching over the kindergartens. Evidences showed that teachers who did not have relevant training in pre-school curricular and related issues were employed as pre-school English teachers in many of the pre-school language teaching programs. The findings made on the profiles of pre-school EFL teachers evidenced that pre-school EFL teaching activities were made as transitory job and home for all professionals until they would get one in particular areas which they were trained. The BRI focused on the simple orthographic and sound concepts throughout the kindergarten. All the findings, questioned the grade appropriateness, adequacy and evenness of the BRI. Similar concepts were also focused throughout the programs regardless of the axiom that content variations would exist. Pre-school language learners did not get opportunities to learn complex genres which were documented as foundations for pre-schoolers' early grade reading abilities and all forms of language learning. Juxtaposition of evidences showed that the varied lessons taught over the kindergartens were inconclusive and inadequate. This could question the required level of proficiency pre-schoolers were expected to develop by the time they left for their early years of grade schools. The success of the objectives of English teaching over the kindergarten and the development of children's threshold language competence could remain open questions.

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