



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION
(ECCE)

The Relationship between Home Experience and Literacy Development among
Kindergarten Children in Kanenus School, Sheger City, Gelan Sub-city, Ethiopia

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Advisor: Abraha Asfaw (PhD)

June, 2023

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A Thesis Submitted to Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Early Childhood Care and Education

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Approval of thesis for defense

I confirm that I have carefully reviewed and evaluated the thesis titled "The Relationship between Home Experience and Literacy Development among Kindergarten Children in Kanenus School, Sheger City, and Gelan Sub-city, Ethiopia" by Mishell Kassahun. Based on my assessment, I highly recommend that the thesis be submitted for oral defense.

Adviser's name

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Approval of thesis for defense result

We, the undersigned, confirm that we have diligently supervised, thoroughly read, and carefully evaluated the thesis titled “The Relationship between Home Experience and Literacy Development among Kindergarten Children in Kanenus School, Sheger City, and Gelan Sub-city, Ethiopia" by Mishell Kassahun. Based on our assessment, we highly recommend that the thesis be submitted for an oral defense.

Board of examiners

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Name of External Examiners	Signature	Date
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Chair person’s name	signature	Date

Declaration

I, Mishell Kassahun, hereby declare that the thesis titled “The Relationship between Home Experience and Literacy Development among Kindergarten Children in Kanenus School, Sheger City, and Gelan Sub-city, Ethiopia" is the result of my own original work. I have conducted this study under the guidance and support of my research advisor, Dr. Abraha Asfaw. Any other contributors or sources used in this study have been appropriately acknowledged.

Signature:

Mishell Kassahun

Date: [Date of declaration]

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ACRONYMS

CWBO	Child Well-Being Outcome
EGRA	Early Grade Reading Assessment
ECCD	Early Child Care and Development
GPC	Grapheme-Phoneme Correspondence
HLE	Home Literacy Environment
HLEM	Home Learning Environment Measure
HLR	Home Literacy Resource
IDEL	International Development and Early Learning Assessment
KG	Kindergarten
SES	Socioeconomic Status
UNESCO	United Nation Education Science and Cultural Organization.
USAID	United States Agency for International Development
ZPD	Zone of Proximal Development

Abstract

The goal of this study was to investigate the relationship between home experience and literacy development among kindergarten children attending the Kanenus School in Gelan sub-city, Sheger city, Oromia region. A quantitative non-experimental correlational study was conducted with 60 kindergarten children and their parents. While questionnaires were administered to gather information on literacy-related home practices from parents, data from students was assessed using the literacy subtest IDELA assessment package. Correlational analysis showed: (a) the four types of literacy-related home practices, i.e., oral communication, parental teaching, shared reading, and parental modeling, were positively correlated with students' literacy performance; (b) Parental modeling and shared reading exhibited stronger associations compared to the other practices. (c) Of the six types of literacy practices examined, all except writing showed a positive correlation with students' overall home experiences; (d) despite most parents having a middle or upper range monthly income; their homes lacked an adequate number of books for children. Based on the results and discussions strengthening school – parent relationship and organizing awareness creation schemes for parents and teachers on integrating home and school literacy experiences are recommended as future actions. Since this research is limited to one setting, initiating further research might also help to generate data for better understanding and wider applications.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The acquisition of literacy skills is a crucial aspect of early childhood education, playing a critical role in shaping children's academic success and overall well-being. The home environment is a crucial context for literacy development, as it provides unique opportunities for children to engage in literacy-related experiences (Field, 2005). Understanding the relationship between home experiences and literacy development is essential for designing effective interventions and strategies to support children's literacy skills (Burnside, 2016). The current study aims to examine the relationship between home experience and literacy development among kindergarten children in the Kanenus School in Gelan sub-city, Sheger City, Oromia region, Ethiopia.

According to UNESCO's definition of literacy from 2018, literacy is the capacity to recognize, comprehend, interpret, produce, communicate, and compute utilizing printed, written, and visual resources in a variety of settings. As literacy proficiency gives children the knowledge and abilities to understand the world and escape the cycle of intergenerational poverty, it is a critical factor in determining educational results (McMillan, 2003).

Previous studies have emphasized the significance of the home environment in fostering literacy skills among young children. Research has shown that exposure to a rich and stimulating home environment, including parental involvement in literacy activities, access to books and supportive interactions, positively influences children's literacy development (Baker S. K., 2017) and (Senechal & LeFever, 2014).

A closer look at the literacy development process is necessary to comprehend the significance of the home literacy environment in connection to a child's literacy scores and interest in reading. Thinking, communication, societal observation, and interaction are all made easier by literacy, which is a learned, socially built, and socially directed instrument. According to (Panel, 2008), children who don't receive early assistance with language and literacy development may fall behind their peers even before starting formal schooling. Early literacy development helps

youngsters connect their behavior with classroom norms and cultivate the abilities they will need to succeed in formal schooling (Justice, 2002)

Learning to read and write is a difficult, lifelong process that is influenced by a variety of elements, including cognitive development, exposure to texts, language immersion, and environmental impacts. Researchers have found that children's early oral and written language skills lay the foundation for later literacy development. This suggests that children who have rich language experiences in the home, such as being read to and having opportunities to talk about books and stories, are more likely to develop strong literacy skills. Researchers like (Gee, 2001) and (Otto, 2008) support the idea that children's literacy foundations are primarily established through observing and interacting with their environment, often in the home. For example, (Gee, 2001) found that children who were read to frequently by their parents were more likely to develop strong vocabulary and comprehension skills. (Otto, 2008), found that children who had opportunities to engage in pretend play and other literacy-rich activities were more likely to develop strong print awareness and phonological awareness skills. However, many youngsters from various origins do not have the best conditions for profound literacy development in their homes (Evans, A., Shaw, M., & Bell, S., 2000)

(Senechal & LeFever, 2014) Contend that language acquisition and exposure, particularly in the context of the home, are crucial to the development of literacy. Since children spend the majority of their time outside of school, they develop early literacy skills mostly at home in a family setting (Landry, S. H., Miller, P. J., Smith, K.E., & Swank, P. R., 2006). Children often begin learning to read and write long before they enter a formal school setting because they watch and participate in literacy activities at home. Based on (Whitehurst, 1998) the home environment provides youngsters with beneficial chances to participate in group reading and writing activities, witness others' literacy activities, and directly learn from family members. Children start school with different levels of readiness to benefit from educational experiences because of the diverse home literacy settings.

A growing number of studies (Abuka, 2017; Tarekegn & Tafere, 2021; Gebreegziabher & Teshome, 2019) have provided empirical evidence that the home learning environment is an important predictor of differences in children's literacy development. (Abuka E. , 2017)

Conducted a study that revealed children from homes where parents had lower levels of education and spent less time reading to their children exhibited smaller vocabularies and poorer language skills. Similarly, (Tarekegn, B. T., & Tafere, A. A. , 2021) found that limited parental knowledge about literacy and the absence of books and other literacy materials at home posed substantial barriers to children's literacy development. Additionally, (Gebreegziabher, G., & Teshome, B., 2019) identified a correlation between irregular parental reading habits and challenges in phonological awareness and reading comprehension among children. These studies collectively emphasize the crucial role of parental involvement and literacy practices at home in fostering children's literacy skills. However, it is important to acknowledge that in the Ethiopian context, many parents face limitations in terms of knowledge, resources, or time, which hampers their ability to provide their children with the necessary opportunities for success in school.

One of the primary challenges in this context is the lack of comprehensive understanding of the home literacy environment and the experiences of children. The home environment plays a significant role in shaping children's literacy skills, but there is a need to evaluate the specific nature and quality of the home literacy experiences in this particular setting. Additionally, there is a lack of knowledge about the various types of literacy skill development that occur at home during early childhood. Understanding the relationship between home literacy experiences and the development of literacy skills is crucial for informing effective instructional practices and interventions. Moreover, there is a need to propose strategies derived from home experiences to enhance literacy skill development among KG students.

The purpose of this study is to assess the range and frequency of literacy-related activities and resources within the home environment of KG students. It seeks to understand the overall literacy-rich environment at home and the level of parental involvement in fostering literacy experiences. It also involves assessing various aspects of literacy, including reading, writing, phonological awareness, vocabulary development, and comprehension skills. By measuring the students' literacy proficiency, this study aims to gain insights into their current skill levels. Additionally, it aims to explore the connection between the home literacy environment and the development of literacy skills among KG students. Furthermore, it aims to uncover the implications and consequences of the home experience on KG students' literacy skill development.

The theoretical framework of the study is primarily guided by socio-cultural theory. According to this theory, literacy development is seen as a social practice that is shaped by social interactions (Gee, 2001). The home experience is viewed as a crucial context for children's literacy development, as it provides opportunities for oral communication, parental teaching, shared reading, and parental modeling. These variables represent the social interactions and practices within the home environment that contribute to the acquisition of literacy skills. Literacy skill development is represented by variables such as verbal communication, print awareness, phonology, letter identification, writing, and oral comprehension. The theoretical framework guides the exploration of the relationship between home experience variables and literacy skill development variables, drawing on the socio-cultural perspective.

The scope of the study focuses on investigating the relationship between home experience and literacy development among KG students in the School of Kanenus, situated in Ethiopia, Oromia region, Sheger city, Gelan sub city. The study used a Quantitative Non-Experimental approach for Correlation design that involved a sample of 60 middle KG children, aged 5-6 years with a selection process involved assigning a number to each student in the middle KG cycle and then using a random number generator or a similar method to randomly select 60 children for the study.

One potential limitation of the study is the reliance on self-report data, where parents were asked to provide information about the home literacy environment through a survey. Additionally, another limitation is the possibility of test-taking anxiety among some students during the IDELA assessment. These limitations should be taken into consideration when interpreting the findings of the study.

In conclusion, the research on the relationship between home experience and literacy development is vast and complex. However, there is a clear consensus that home experiences play a significant role in children's literacy development. This research has important implications for early childhood education and family literacy programs. By providing high-quality home literacy experiences, parents can help their children develop the skills they need to succeed in school and beyond.

1.2. Statement of the problem

It is widely acknowledged that literacy is the fundamental skill children need to acquire, as it allows them to comprehend their environment and the broader world. Children who lack literacy skills often find themselves trapped in a cycle of intergenerational poverty (USAID, 2010). Inadequate reading skills prevent children from grasping crucial ideas and also cause them to score poorly on tests and miss out on educational milestones (Smith, 2023). Children are better able to research topics in-depth, seek out information, and comprehend their surroundings when they have strong reading skills.

During my practical experience and field observation of a preschool for my practicum or attachment report, I observed noticeable differences in literacy skill abilities among students. The report indicated that while some children demonstrated excellent literacy skills and achieved success in various subjects, social interactions, and academic pursuits, others lagged behind. For others despite being in the same class, receiving the same lessons, and being taught by the same teachers, there was a visible disparity in literacy abilities. Even though there are many factors that cause the disparities such as genetics, physical and psychological disabilities. Consequently, further investigation was necessary to enhance the literacy skills of those students who were falling behind. This formed the basis of my research.

In the Ethiopian context, there is a common misconception among parents that schools are the only places for children to develop their literacy skills (Tarekegn, 2017). However, the foundation for language and literacy skills is actually laid years before children even enter a classroom, within the home environment. Exposure to texts, cooperative literacy activities between generations, and preparation for the abilities required for success in formal schooling are characteristics of effective home literacy environments. Unfortunately, home literacy experiences are largely overlooked by Ethiopian parents, resulting in lower literacy skills among children. This research aims to bridge this knowledge gap and examine the relationship between home experiences and literacy development through a correlation study.

In many nations, there is a well-established link between high poverty rates and low literacy rates. In Ethiopia, almost half of the population is illiterate (Ethiopia, 2017) which poses severe disadvantages for communities. Despite efforts to improve the education system and literacy

rates in the country, particularly in preschools, the results have been insufficient. Therefore, further investigations are necessary. The investigation of the link between literacy skill development and literacy experiences at home is the main objective of this study. Policymakers and organizations involved in this area will benefit from the findings' insightful analysis and practical suggestions.

Additionally, there is a notable research gap in the study area. This study aims to address the gap and contribute to further research initiatives, providing valuable insights and perspectives for emerging scholars and researchers.

1.3. Research questions

Early literacy development occurs long before children enter a formal educational environment. The development of literacy skills—the cornerstone of all future literacy growth—is greatly influenced by the social and educational circumstances in which children grow up. The following is the research topic for this study:

1. What is the nature of home related literacy experience in the School of Kanenus?
2. What is the level of literacy skill development among children in School of Kanenus?
3. What is the relationship between home experience and literacy development?
4. What are the implications of home experience that affect literacy skill development?

1.4. The Objectives of the Study

1.4.1. General Objective

This thesis focuses on the School of Kanenus and seeks to investigate the relationship between home experience and the development of literacy abilities in kindergarten (KG) students. By examining this connection, the research hopes to get knowledge that will help teachers, parents, and policymakers better understand how to help KG youngsters develop their early literacy abilities. The goal of the study is to ultimately empower stakeholders to construct caring home environments that promote optimal literacy development during the crucial early years of a child's education and to provide insightful knowledge to the area of early childhood education.

1.4.2. Specific Objectives

The specific objectives of this study are as follows:

1. To determine the nature of home-related literacy experience in the School of Kanenus.
2. To assess the level of literacy skill development among children in School of Kanenus.
3. To investigate the relationship between home experience and literacy development.
4. To identify the implications of home experience that affect literacy skill development.

1.5. Significance of the study

This study's analysis of the home literacy environment (HLE) and its effects on children's literacy development is important. HLE, which includes literacy-related home activities and materials, is essential for children's intellectual and academic development. Although earlier research has supported the value of HLE in developing reading skills, little is known about how parents and communities interact with preschools in Ethiopia.

The findings of this correlational research will contribute in several ways. Firstly, it will address the knowledge gap for parents regarding the significance of home experiences in children's literacy development. Recommendations can be made to design and implement training programs that enhance parents' literacy experiences and practices within the HLE, ensuring that students have the necessary resources for effective learning and active participation in the educational environment. Secondly, the study will raise awareness among teachers about the extent to which home literacy experiences and literacy development are interconnected. This understanding can prompt teachers to engage with families and support parents in creating a conducive learning environment, aligning with The Annie E. Casey Foundation's suggestions for collaboration between teachers and families. Additionally, the study can shed light on the potential impact of literacy interventions for families, drawing from the findings of Niklas and Schneider's work.

Third, in Ethiopia, where there is a dearth of research on the connection between literacy experiences at home and the development of kindergarten children's literacy skills, this study will

be an invaluable resource. It will support ongoing research projects by giving budding scholars and researchers references and viewpoints.

Lastly, this correlation research study incorporates findings from multiple research studies across different kindergarten levels, improving understanding of the home environment and analyzing the most recent and pertinent data on the HLE for kindergarten children. The insights gained from this study can guide schools and other stakeholders in effectively supporting families and students in fostering a nurturing HLE.

This study holds substantial potential to make a notable impact in the field of early childhood education. Through its findings, it has the capacity to provide crucial information to parents, teachers, and schools.

1.6. The Study's Scope

The scope of this study is to examine the relationship between home experience and the development of literacy skills in middle KG children at the Kanenus School, kindergarten division, located in the Oromia region, Sheger city, Gelan sub city. The choice of middle KG students was based on their critical period for literacy development, as indicated by IDELA. The researcher conducting the study had familiarity with the school's operations due to current work in the primary division. The study aims to identify the correlation of home experience on the development of literacy skills in children, and to determine the extent to which home experience can be considered a predictor of literacy skills development. The study is limited to the Kanenus School, kindergarten division, and may not be generalizable to other schools or regions.

1.7.Limitations of the Study

This study is no different from other research studies in that it has some limitations. The following restrictions were found in this research:

- The study was conducted with a convenience sample of kindergarten children from a single school.

- The HLE Questionnaire and the ELA were self-report measures, which may have introduced bias into the data.
- The study was correlational, which does not allow for causal inferences to be made.

Despite these drawbacks, the results of this study nonetheless provide insightful information about the connection between reading skill development and family literacy experience.

1.8.Operational Definitions

Home experience: The home literacy environment (HLE) is a construct that refers to the print-richness of the home environment and the literacy-related activities that take place within the home. The HLE can be measured using a variety of instruments, such as the Home Literacy Environment Questionnaire (HLEQ).

Literacy development: Literacy development is the process of acquiring the skills and knowledge necessary to read, write, and comprehend text. Literacy development can be measured using a variety of instruments, such as the International Development and Early Learning Assessment (IDELA)

Relationship between home experience and literacy development: The relationship between home experience and literacy development is the association between the HLE and literacy skills. A positive relationship between home experience and literacy development would indicate that children who have a more positive HLE have higher literacy skills.

1.9.The Study's Organization

The structure of this research has six chapters, as discussed here under Introduction, chapter 1: A summary of the investigation was given in this chapter. In addition, it covered the significance of the study, its delimitations, its limitations, the operational definitions of important terms, and the backdrop of the problem, the statement of the problem, the research questions, and the objectives of the study.

Chapter 2: Literature Review, this chapter provided a thorough analysis of the pertinent literature connected to the subject of the study. The literature review covered key theories, research findings, and intellectual discussions in the area.

The procedures employed in the study were outlined in Chapter 3: Methodology. It contained a thorough justification of the study's data collection methods, data analysis strategies, and research methodology.

Chapter 4: Results, in which the study's conclusions were given. The conclusions were arranged in accordance with the study's research questions.

Discussion in Chapter 5 provides a succinct discussion of the findings. Within the context of the current body of knowledge, the ramifications of the findings were examined.

The study's conclusions and recommendations were presented in Chapter 6: Conclusion and Recommendations, which also offered suggestions for additional research projects. The chapter sought to encapsulate the study's most important findings and suggest lines of inquiry for additional research in the area.

CHAPTER TWO

LITERATURE REVIEW

The development of literacy abilities in children of kindergarten age is greatly aided by the home literacy environment (HLE). Numerous researches were found while analyzing the body of literature on the relationship between HLE and the development of children's readers. The most recent research was thoroughly examined and analyzed, and as a result, several important topics for debate, such as oral communication, shared reading, parent teaching at home, and parent modeling, came to light. This review also aims to gain a thorough understanding of the insights and conclusions reached by other researchers regarding the nature of home literacy environments, the development of children's literacy skills, home-based strategies that influence the development of literacy skills, and the particular context of literacy experiences in Ethiopia.

2.1. The Panoramic View of Home Literacy

The home literacy environment (HLE) is a complex and multifaceted construct that has been the focus of much research in recent years. A number of studies (Landry, 2006) have shown that the HLE can have a significant impact on children's early literacy development.

According to (Landry, 2006), the HLE refers to the physical and social environment in the home that supports literacy development. It includes factors such as the availability of books and other literacy materials, the amount of time parents spends reading and talking to their children about literacy, and the parents' own attitudes and beliefs about literacy.

Research has shown that children from homes with rich HLE's are more likely to have better early literacy skills than children from homes with less-rich HLE's (Baker L. &, 2010). This is likely because the HLE provides children with opportunities to learn about literacy and to practice their literacy skills.

Early learning experiences have been shown to serve as predictors of future academic and socio-emotional success (Panel, 2008). Therefore, it is crucial to examine the factors that contribute to high-quality early learning experiences and the support required to assist early learning educators

in creating such environments. In other words, a literacy-rich environment offers children opportunities to engage with literacy elements in practical ways.

The home literacy environment (HLE) refers to the experiences that children have with literacy in their homes. These experiences can include parental characteristics, exposure to literacy materials, interactions with parents, and other resources. The HLE can be defined and measured in different ways, but the quality of the HLE is consistently related to the development of children's literacy skills (Senechal, M., & LeFevre, J, A, 2002).

According to (Hill-Clark, 2005) , a good home literacy environment encompasses several facets. These include early introduction to reading, meaningful communication with children, frequent read-aloud sessions, a rich availability of books in the household, setting a positive example, allocating dedicated time for reading activities, and visiting the library.

The operationalization of the home literacy environment (HLE) can vary widely across studies. Some studies may focus on a single proxy, such as shared-book reading, while others may incorporate a combination of parental characteristics and child exposure to specific literacy-related activities. (Tabors, P. O., & Snow, C. E., 2002) .Still others may use multiple measures that encompass parent and child attitudes, activities, family demographics, and home resources.

Parental characteristics that may be considered in the operationalization of HLE include attitudes toward teaching literacy, the perceived importance of literacy, parental literacy habits, and demographic factors such as maternal education or socioeconomic status (Landry, 2006). Literacy-related activities beyond shared book reading may include language-based games, parent-child conversations, and library visits (Baker L. &, 2010). In short, there is no one-size-fits-all approach to operationalizing HLE. The specific measures that are used will depend on the goals of the study and the resources that are available. However, all studies that examine HLE should take into account the multiple factors that contribute to children's literacy development.

(Britto, P. R., & Brooks-Gunn, J. , 2001); (Burgess, 2002) offer different conceptualizations of the home literacy environment (HLE). (Britto, P. R., & Brooks-Gunn, J. , 2001) define HLE using three dimensions: language and verbal interactions, the learning climate, and the social and emotional climate. Burgess operationalizes HLE as consisting of the limiting environment and

the literacy interface, incorporating parental resources, status, characteristics, and the conveyance of values about literacy through parental interest and motivation.

While these two conceptualizations differ, they both highlight essential defining characteristics of HLE, including parent-child literacy interactions and children's exposure to adult language behaviors or literacy practices. (Britto, P. R., & Brooks-Gunn, J. , 2001), focus on the child's perspective and the quality of interactions with parents, while Burgess emphasizes parent factors that influence the structure of the home environment and subsequent parent-child interactions. Both conceptualizations of HLE are important, and they offer different insights into the factors that contribute to children's literacy development. By understanding the different dimensions of HLE, we can better understand how to create environments that promote literacy learning for all children.

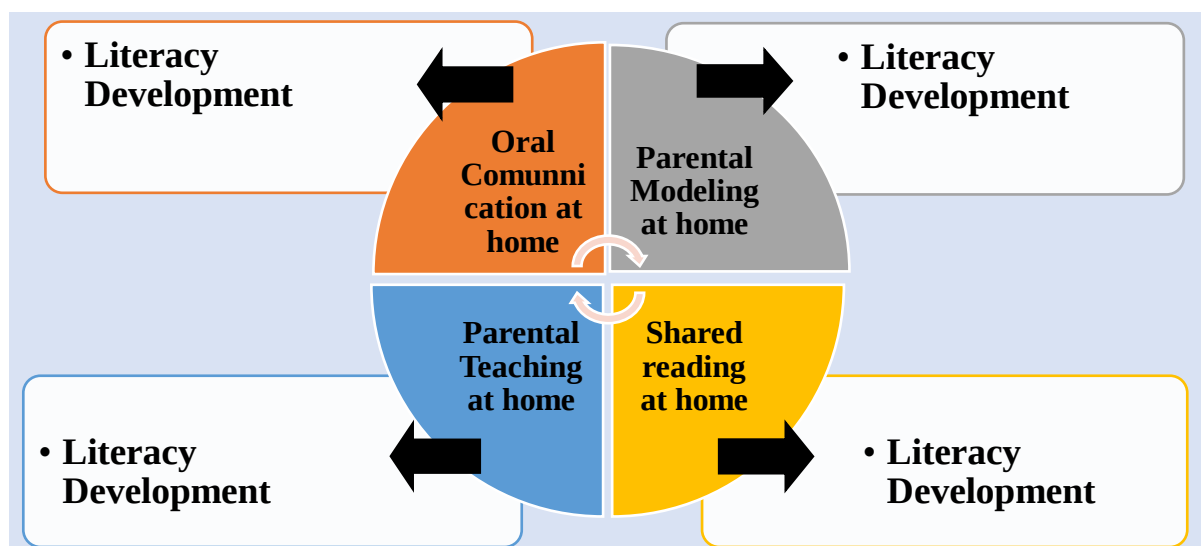


Figure 1 Relationship between home experience and literacy development

2.1.1. Oral Communication in Preschool Students' Perspective

The development of early reading abilities is greatly influenced by oral communication, especially from the perspective of preschoolers. Children in preschool are at a crucial juncture in their language development, and oral communication is essential to their overall language and literacy development (Senechal, M., & LeFever, J, A, 2002).

Based on (Senechal, M., & LeFever, J, A, 2002), for preschool students, oral communication provides them with opportunities to develop vocabulary, express themselves, and understand the meaning and use of language. Children are exposed to a variety of vocabulary, sentence types, and patterns of speech through talks with adults and peers. They get fresh words and increase their overall language proficiency as a result of this exposure. Furthermore, oral communication facilitates the development of important pre-reading skills, such as identifying rhymes, syllables, and individual sounds. Engaging in conversations and listening to others helps preschoolers become more attuned to the sounds of language, which lays a foundation for later reading and phonics instruction (Senechal, M., & LeFever, J, A, 2002).

In addition to language development according to (Panel, 2008), oral communication in preschool students also promotes social and emotional growth. By engaging in conversations and sharing their thoughts and experiences, children learn to listen, take turns, express empathy, and understand different perspectives. These skills are crucial for building relationships, resolving conflicts, and developing social competence, which are essential aspects of their overall development.

Setting up a setting that supports and fosters oral communication in preschoolers is crucial for parents, caregivers, and educators. This can be achieved through activities such as storytelling, group discussions, show-and-tell sessions, role-playing, and encouraging children to ask questions and share their ideas (Panel, 2008). By actively participating in oral communication experiences, preschool students can enhance their language skills, develop confidence in expressing themselves, and lay a strong foundation for future literacy success (Panel, 2008).

Overall, oral communication is a crucial component of the home literacy environment that has a big impact on preschool children's language and literacy development. Families along with other guardians can help children thrive and develop strong language abilities, laying the groundwork for future academic achievement, by encouraging meaningful and rich dialogue.

2.1.2. Shared Reading in Preschool Students' Perspective

Shared reading is a literacy activity in which an adult or more experienced reader reads aloud to a group of children (Panel, 2008). It is a common practice in preschool and early primary classrooms, and it has been shown to be beneficial for children's reading development in a variety of ways.

One of the benefits of shared reading is that it exposes children to more vocabulary than they would otherwise encounter in their daily lives (Panel, 2008). This helps to expand their vocabulary knowledge, which is essential for reading comprehension. Shared reading also allows children to practice spoken language skills such as listening comprehension, speaking, and turn-taking. These skills are important for both oral and written language development.

In addition, shared reading helps children become familiar with print rules such as text directionality, punctuation, and the alphabet (Fountas, 1996). This knowledge is essential for learning how to read independently. Finally, shared reading can help children develop a love of reading. Children who enjoy reading are more likely to read independently, which can lead to better literacy success.

Collaborative reading is a literacy activity in which a group of children read together with an adult or more experienced reader. It is a common practice in preschool classrooms, and it has been shown to be beneficial for children's literacy development in a variety of ways.

A number of studies have found that collaborative reading is associated with improved literacy skills in preschool children. For example, a meta-analysis by (Bus, A. G., Belsky, J., van IJzendoorn, M. H., & Crnic, K, 1997) found that shared reading was associated with significant gains in vocabulary knowledge, phonological awareness, and print knowledge. Another study by (Dowdall, C., Kim, J., & Tamis-LeMonda, C. S. . , 2019) found that group reading was related to better reading comprehension skills in preschool children. The study also found that collaborative reading had a greater impact on children from low-income homes.

There are a number of reasons why collaborative reading can be beneficial for children's literacy development. First, it exposes children to more vocabulary than they would otherwise encounter in their daily lives. This helps to expand their vocabulary knowledge, which is essential for reading comprehension. Second, collaborative reading allows children to practice spoken

language skills such as listening comprehension, speaking, and turn-taking. These skills are important for both oral and written language development. Third, collaborative reading helps children become familiar with print concepts such as text directionality, punctuation, and the alphabet. This knowledge is essential for learning how to read independently. Finally, collaborative reading can help children develop a love of reading. When children enjoy reading, they are more likely to read independently, which can lead to better literacy success.

Overall, collaborative reading is valuable activities that can help children develop the skills they need to become successful readers. If you are a parent or caregiver, I encourage you to read aloud to your children as often as possible, and to consider incorporating collaborative reading into your routine. It is a great way to help them learn and grow.

2.1.3. Parental Instruction in Preschool Students' Perspective

Parents play a crucial role in the development of their children's early literacy skills. In addition to oral communication and shared reading, parents can also teach their children about reading and writing. This type of formal interaction with print has been shown to be associated with the development of emergent literacy skills.

For example, a study by (Senechal, M., & LeFever, J, A, 2002) found that children who were taught about reading by their parents had better vocabulary knowledge and phonological awareness than children who were not taught about reading. Another study by (Haney, 2004) found that children who were taught to write at home had better alphabet knowledge and decoding skills than children who were not taught to write at home.

It is important to note that shared reading alone does not provide all the necessary skills for successful reading. The overall home literacy environment, which includes factors such as library visits, parental education level, literacy activities, socioeconomic status, and availability of reading material, also plays a role in children's literacy development.

According to (Hindman, A. H., & Morrison, F. J. , 2012), preschoolers whose parents frequently taught them about letters and words at home made higher progress in their decoding abilities. Additionally, preschoolers with more advanced levels of alphabet knowledge and decoding

abilities were those whose parents engaged in more at-home learning activities, such as teaching letter sounds, reading aloud, and engaging in math and writing activities (Hindman, A. H., & Morrison, F. J. , 2012).

Parent-child reading interactions have also been linked to reading motivation. Additionally, they discovered a link between reading enjoyment and letter knowledge, which suggests that a child who enjoys reading may be more open to parent-led instruction (Bracken, S. S., & Fischel, J. E. , 2008).

2.1.4. Parental Modeling in Preschool Students' Perspective

Children's interests and drive to read and perform well in school are significantly shaped by their parents or other caregivers. Parents must set a good example for their children (Reeder, P., & Sowers, K.. , 2002). It's crucial to have high standards for a child's reading and academic performance. For children to grasp what reading and writing should look like and that it can be a fun activity, they need to see their parents or other adult caregivers engaged in these activities (Strickland, D. S., & Shanahan, 2004). Children are more likely to share adult reading enthusiasm when it is shown in adults. Given that they can have a big impact on their sons; fathers play a particularly crucial role as role models (McFann, 2004).

Boys frequently have reading difficulties and may not progress as quickly as girls. Boys frequently find reading uninteresting and would rather participate in sports or other activities, whereas ladies typically find reading to be more enjoyable. Instead of spending too much time playing sports or watching television, fathers should read aloud to their boys and let them see their own reading habits to show them that reading is pleasurable and valuable.

2.2. Factors Influencing Home Literacy

Children's overall development is inextricably linked to parents' overall wellbeing, including their spirit, thoughts, emotions, decisions, and actions. Numerous factors can positively or negatively impact the creation of a conducive home literacy environment. These factors include: (a) Parents' educational status; (b) Parents' socioeconomic status; and (c) the influence of television, computers, and video games.

(A) Parents' Educational Status

Parents' or caregivers' capacity to foster a stimulating home literacy environment can be impacted by a variety of variables. Parents or other caregivers may or may not have any control over these variables. The literacy level of a child's parents is one of the key variables affecting their reading abilities (Educational Testing Service, 1995, as referenced in USDE, 2001).

Compared to parents with merely a high school degree, parents with higher educational attainment are more likely to participate in reading activities with their children. Furthermore, children with mothers who have higher verbal aptitude tend to acquire more vocabulary terms than those with mothers who have lower verbal aptitude (Ramsey, 1991). Over time, the difference in vocabulary skills between children of highly articulate mothers and those without increases.

Parents or other people who look after children commonly cite a lack of time as an excuse for not reading to them. In addition, some parents and other grownups could be intimidated by the educational system and lack confidence in their ability to teach their children (Dever, M. T., & Burts, D. C. , 2002), especially if they have had unpleasant personal experiences. Some parents or caregivers find it difficult to teach their children at home because they lack literacy knowledge or don't know how to engage in productive reading habits. There may even be a dearth of books and reading materials in certain families of individuals due to illiteracy or weak reading abilities.

(B) Parent's Socioeconomic Status

The achievement of students in literacy is significantly influenced by their socioeconomic position (SES). Despite the fact that criteria used by researchers can vary, the following elements are frequently taken into account when calculating SES: income, cost of living, parental education, employment, and the availability of resources in the family. (Bradley, R. H., & Corwyn, R. F., 2002), conducted a comprehensive literature review on SES and its influence on success, finding that individuals from low economic backgrounds experience negative consequences across multiple aspects of life, starting in infancy. These measures of SES are often used as indicators of underlying disparities between families, assumed to be influenced by

the resources available to them based on these factors. It is crucial to share these findings, even while studies may suggest that higher SES families tend to use the most effective methods for the home literacy environment. Rather than perceived flaws in the practices of certain groups, such findings can be linked more to the expectations and values of the educational system (Brice Heath, 1983/1996).

Later in childhood, poorer levels of academic success and IQ are linked to being born into a low SES home (Bradley, R. H., & Corwyn, R. F., 2002). Additionally, studies have looked at how SES affects children. Parents and other adults who care for children in low-income homes show them the same love and affection as those who live in middle- or high-income homes (Trelease, 2001). However, due to employment obligations, parents or other caregivers are occasionally unable to be present for their children at home or school. They must pay for the bare requirements of food, clothing, and housing; therefore, they cannot afford to take time off (Dever, M. T., & Burts, D. C., 2002).

Researchers in Israel specifically looked at how the home literacy environment changed across various SES levels in the study by (Korat, O., Klein, P., & Segal-Drori, 2007). The sample was split into two groups based on socioeconomic status: high SES (HSES) and low SES (LSES), and the home literacy environments of the two groups were contrasted. The researchers were able to investigate how SES affected the literacy environment at home thanks to this split. The study found that LSES families engaged in much less literacy activities and had significantly fewer educational materials at home, such as books and educational games, than HSES households. A variation in how mothers interacted with printed text during group book reading was also brought to light by the SES gap. Compared to HSES mothers, LSES mothers showed less depth of involvement with texts and stories. With various viewpoints on the link, socioeconomic status (SES) was found to be a predictor of emergent literacy results in this study.

(C) The number of video games, computers, televisions, and books

Children now seek out rapid pleasure and ongoing enjoyment due to the popularity of television, computers, and video games (Reeder, P., & Sowers, K., 2002). The full story can be seen in an hour of television, but it could take days or even weeks to read a book. According to Trelease

(2001), excessive television watching decreases opportunities for social interaction with family members, shortens attention spans, and restricts imagination. There is less conversation even when the whole family is viewing the same show together, which prevents children from building the vocabulary and knowledge base needed for proficient reading skills.

Video games, televisions, and computers are all being used more often. Parents and other adults should instead set time limitations so that more time can be spent reading rather than completely forbidding children from using them. When used judiciously, computers can aid in the development of literacy (Leonhardt, 1997). Numerous books and reading programs/software are available to support home reading ability. Some video games require reading in order to progress, which can be a fun way to get children interested in reading and improving their skills. Home resource measures, often assessed by the number of books or other reading materials available to the child or in the home, are commonly used in HLE research and may also include measures of socioeconomic status (e.g., Boerma, Mol, & Jolles, 2017; Braten, Lie, Andreassen, & Olaussen, 1999; Katzir, Lesaux, & Kim, 2009; Phillips & Lonigan, 2009).

In summary, this chapter provided a brief overview of the nature and extent of home-related literacy experiences. It highlighted variables that may affect a parent or caregiver's capacity to read to their children, have access to books, function as a role model, and develop a working connection with their child's teacher. It also outlined the elements of a successful home literacy environment. Furthermore, it emphasized the importance of speaking and reading to a child from birth through their school years to foster their reading skills. The subsequent sections will delve into the concept of literacy development, the relationship between HLE and literacy development, and the strategies for home experiences that impact literacy skill development in more detail.

2.3. Understanding Literacy Development: Fostering a Strong Foundation

While many people associate literacy development with formal education, the journey actually begins long before children enter the classroom. The foundation for language and literacy abilities is laid in the family environment, which is extremely important. Home reading environments that are effective include access to text, cooperative literacy activities between

generations, and practice of the academic skills needed to succeed. According to a socio-cultural perspective, literacy is more than just the ability to read and encode text; it is a complex social skill that may be learnt through dialogic interaction and apprenticeship in literate discourse groups.

At its core, literacy development is intertwined with language development and exposure, predominantly occurring within the home setting. Children therefore arrive at school each year with a variety of skills depending on the literacy experiences they have participated in and witnessed. Teachers need to be aware that the variety of social and physical assets accessible in various contexts has a substantial impact on people's reading abilities and engagement in different literacy activities (Holt, 2005).

The development of literacy depends on the acquisition of words, sounds, and language. As a kid learns to detect, encode, and manipulate the phonological patterns of language, or phonological awareness, early reading skills begin to develop in their first year. Before they become one year old, children start to store phonemes, the basic linguistic units of meaning, in their memory. In later years, they are taught how to change and combine phonemes into meaningful language units using morphology (words) and syntax (grammar). They learn how to coordinate the visual and motor functions required for speaking and writing, as well as how to recall and produce words and transmit concepts.

Fostering language abilities in young children, such as vocabulary, self-expression, and reading comprehension, is a crucial part of literacy development. It is normal for some children to advance more slowly than others when learning to read because it is a difficult process that they must master at their own time. Children's literacy development is important because it helps them become confident in a variety of facets of their lives. Their lifetime education is improved by the reading skills they start gaining in infancy. By encouraging a love of reading, we give children a desire for knowledge and personal development that will follow them throughout their academic pursuits, professional lives, and personal lives. Reading is one of the most rewarding and fun talents that children learn to have.

A crucial component of a child's entire development is the development of their literacy. It forms the basis for success in school, interpersonal relationships, problem-solving, making decisions, independence, money management, and work. Children must first master the foundational skills of literacy, such as speaking, listening, understanding, observing, and drawing, before they can learn to read and write. As they get older, they also need to understand the relationship between the sounds that different letters on a page stand for. To facilitate this, children require ample experiences with pictures and objects, learning how to use words to describe them, understanding the visual and auditory aspects of letters and words, recognizing rhymes, identifying shared letter patterns at the beginning and end of words, breaking words into syllables, blending sounds to form words, and much more.

2.3.1. Embracing a Socio-cultural Approach to Literacy Development

Through an extensive review of theoretical studies on literacy development, various perspectives have emerged. Some theories focus on how children construct knowledge within their immediate surroundings (socio-cultural/cooperative theories); while others highlight the skills exhibited by children as they progress via stages of development (constructivist theories). There are also theories that emphasize the broader context in which children exist (ecological/contextual theories). Socio-cultural theories bridge the gap between constructivist and ecological approaches by placing a strong emphasis on cooperation. These theories recognize the significance of the immediate environment and encourage educators to analyze children's observable skills and behaviors in order to provide them with valuable learning opportunities. Such theories form the foundational framework for this study.

Children's language development is an individual process, but it takes place in a cooperative learning environment where classmates, families, teachers, and other adults interact with, encourage, and instruct the children. The socio-cultural learning theory developed by Vygotsky is renowned for emphasizing a child's pre-existing talents while also stressing the value of giving them the proper training at the right time to enhance their learning. Our understanding of how children grow and develop scientifically is improved by using this idea as a framework.

Vygotsky's theory of learning highlights an important aspect: social learning precedes development. According to (Vygotsky, 1978), human learning is inherently social, and children grow intellectually by immersing themselves in the intellectual life of those around them. To foster new learning, children need to be guided toward developmental progress that has not yet been achieved.

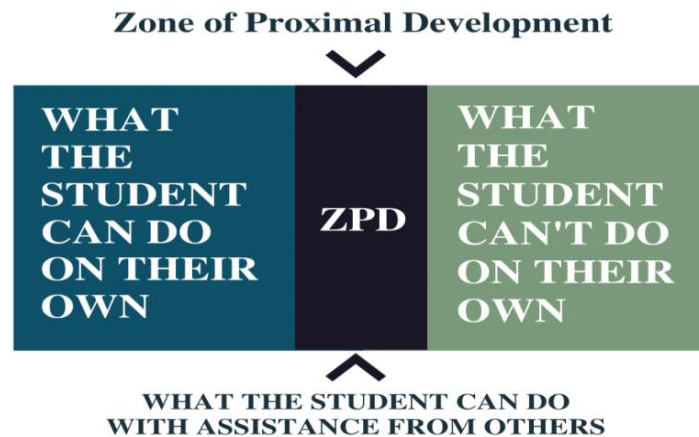


Figure 2 Zone of Proximal Development

Likewise, activities such as oral communication, shared reading, visiting the library, and reading aloud with a parent create opportunities for children to engage with books that exceed their reading abilities, thereby facilitating the acquisition of new literacy skills. Furthermore, parents can establish dedicated reading time to guide, structure, and encourage their children's literacy activities at home.

2.4.The Influence of Home Literacy Environment on Children's Literacy Skill Development

Children can strengthen their literacy abilities outside of the classroom as well. The period from birth until they start school plays a crucial role in preparing them for reading and writing. A home environment that fosters literacy, with parents who read to their children and set an example by reading themselves, can significantly contribute to their success in school. Literacy

skills are not confined to language alone but extend to various subjects, including math. When children are well-prepared to read effectively, their chances of succeeding academically improve.

Numerous studies regularly show that the home literacy environment (HLE) has a major impact on how effectively children learn to read and write in school as well as how they score on standardized achievement tests. Literacy and language abilities encompass a range of skills rather than being measured in a single domain, and the HLE has been found to impact these skills in multiple dimensions. Preschoolers' expressive language, morphological understanding, rhyming detection, and school preparation, which include awareness of colors, shapes, and general knowledge, are a few examples of HLE components that have been linked to these skills. Phonological sensitivity, a key indicator of early decoding abilities, is similarly influenced by the HLE. It's significant that the HLE's beneficial effects have been seen in minority communities, across borders, and over a lengthy period of time.

Through parent questionnaires, numerous researches have investigated the home literacy environment of young children. Yeo, Ong, and Ng (2014) found that parents must actively involve their children in reading and writing activities in order to create a successful home literacy environment. According to their research, there is a direct link between parents' reading and writing habits at home and their kindergarteners' proficiency in reading, spelling, oral expression, listening comprehension, and reading comprehension.

In another study by (Sénéchal, 2006), the literacy skills of 65 children from French Canadian families were examined from kindergarten through fourth grade. The purpose of the study was to determine whether or not a good family literacy environment in kindergarten will result in fourth-grade literacy skills on grade-level. Families were surveyed as part of the study to learn more about their children's exposure to books, reading habits, and explicit at-home teaching of reading and writing activities. The findings demonstrated that kindergarten-aged children from literacy-rich environments had greater literacy levels, which persisted until fourth grade. Those who frequently engaged in these activities demonstrated even higher literacy skills.

However, some researches employed interviews that concentrated on children's social activities and routines, such as Melhuish and Phan (2008) in England. These included playing with friends,

going to bed at a certain hour, and eating meals at home as a family. These activities had no discernible impact on children's literacy abilities at age five, according to the study. However, they did find that 76% of 7-year-old children performed at the expected reading level for their age, indicating a strong home literacy environment, which was indicated by activities like visiting the library, singing songs, reading poems, and regular reading sessions with a parent. Similar findings were made in Finland by Silinskas et al. (2012), who found that children's reading abilities decreased as home reading frequency increased.

Additionally, Huntsinger, Jose, and Luo (2016) extended their research on home literacy environments beyond demographic information and parental reports by interviewing parents in Chicago and Philadelphia about their opinions of their children's literacy abilities and their interest in reading and writing at home. Finding out which at-home learning activities help children build their literacy skills was the goal.

Giving homework assistance at home was found to be the most common home literacy environment activity in the Southeast of the United States, according to a separate study by Tichnor-Wagner, Garwood, Bratsch-Hines, and Vernon-Feagans (2015) that was focused on children who were poor and lived in rural areas. 90% of the children who took part got help with their homework at least twice a week. Additionally, at least twice a week, over 75% of the children had someone read to them and assist their reading development. According to the (Foundation., 2010), these results show that all children can learn when given the required support, regardless of socioeconomic background or access to resources. Children's literacy development is greatly aided by the home learning environment.

Additionally, a number of studies have pinpointed particular elements of the home literacy environment (HLE) that correspond to various emergent literacy outcomes. For instance, (Bingham, 2007) showed how the number of books in the home, the frequency and length of book reading interactions, and library visits all had a positive impact on children's receptive language abilities and emergent reading behaviors. While the affective quality of these connections predicted emerging reading abilities, the quality of instructional book reading interactions significantly impacted notions of print and letter knowledge.

A different measurement that focused on the emotive nature of reading interactions showed its impact on developing reading habits. This shows that children's motivation to experiment with reading on their own is influenced by the type of cooperative reading experiences. In a low-income population, (Britto, P. R., & Brooks-Gunn, J. , 2001) looked into the connections between several aspects of the family literacy environment, verbal skills, and school preparedness. They found beneficial correlations between preschoolers' expressive language skills and mothers' use of decontextualized and expressive language during shared book reading. Expressive language abilities and school preparedness were substantially correlated with the learning environment, which included the quality of mother aid in engrossing children during joint book reading and academic stimulation at home. Children's preparation for school was linked to maternal love during joint book reading. However, due to the small sample size of the study, the authors were unable to establish any significant relationships between their measures and children's receptive vocabulary. In other words, outside of reading aloud from a book together, parents probably expose their children to decontextualized language or other forms of intellectual stimulation. However, because these interactions were not observed for this study, it is possible that they were not sufficiently documented or that they were not as strongly documented as the activities that were observed, which would have allowed for stronger associations to be shown with all verbal outcomes.

The home literacy environment (HLE) and the growth of children's literacy skills were both topics of several studies that the researcher thoroughly analyzed. Additionally, a case study that explicitly examined the impact that various experiences in the home literacy environment have on kindergarten (KG) children's literacy skill development attested to the importance of this connection. Researchers can help parents and create effective interventions for children by learning more about how the HLE affects the development of reading skills. As a result, the next article will offer doable tactics gleaned from personal experience that can be applied to maximize children's literacy abilities.

2.5. Home Implication for Enhancing Literacy Skill Development

We covered a number of elements that may affect parents' or caregivers' capacity to establish a supportive home literacy environment (HLE) in the previous section. It's important to note that

these factors may not necessarily be the parents' or caregivers' fault. In this section, we will explore various strategies that are employed to enrich the home literacy environment and promote the development of children's literacy skills.

Understanding the HLE's workings is essential given the high correlation between it and children's literacy outcomes. We must specifically pinpoint the elements of the HLE that support children's progress in literacy, both in the early grades and subsequently. By focusing their efforts on practices and activities that will benefit their children the most, parents can be guided in creating supportive environments for their children by finding the answer to this question. Additionally, it can shed light on what young children should experience as a positive HLE.

2.5.1. Creating Awareness

All parents desire the best for their children. However, not all parents have the self-assurance or prior knowledge to understand how to properly support their child's reading development. According to the (Foundation., 2010), we should work with families to help them comprehend the importance of daily reading to their child rather than placing the blame on parents or thinking they should automatically know better. One effective approach is to provide parenting skill training programs that raise awareness about the benefits of the home learning environment and parent skills training serves two primary purposes. First, it equips parents with the knowledge; second, it offers parents tips for enhancing the culture of literacy within their home, improving communication and building positive relationships with their children. Parent skills training can be valuable not only for current parents but also for parents-to-be and new parents seeking guidance on child literacy development, understanding how to support literacy at home, accessing literacy resources, and engaging in literacy activities as a family.

2.5.2. Interventions to Support the Home Learning Environment

As we discussed earlier, parents have different educational backgrounds and levels of literacy skills. It is more insightful to look at the precise daily habits of these parents if we discover children with highly educated parents tend to obtain better reading outcomes (a frequent indication of socioeconomic class). This can help identify barriers faced by less educated parents

and inform the design of interventions, rather than simply suggesting that more education is beneficial for parents.

To learn more about the relationship between children's literacy development and the home literacy environment, some academics have investigated the use of parent questionnaires. For example, (Niklas, 2014) looked into the possibility of enhancing kindergarten students' reading development in Germany by offering literacy interventions to families. To 109 households, the researchers presented two interventions. The first intervention was a 40-minute parent evening held three times in a week with the goal of educating parents on how to improve or establish a home literacy learning environment. Parents were given detailed instructions on how to help their children's literacy skills at home. In the second intervention, parents read to their children for 30 minutes while a qualified study assistant recorded the exchanges. The assistant observed whether the parent appeared engaged, interacted with the kid in other ways, and asked the youngster questions regarding the text or illustrations. The parent was given advice on building a strong shared reading experience after the second intervention. It's important to remember that both interventions were optional, and that only 37.6% of the study's parent participants utilized both opportunities. According to (Niklas, 2014), the group of families that participated in all of the interventions showed the only real improvement in their home learning environment.

In order to improve the home literacy environment (HLE) for families with low socioeconomic status (SES), it would also be advantageous to develop treatments that explicitly aim to increase shared reading interactions. Further research into the underlying mechanisms of the HLE that result in better outcomes for children may offer these families insightful information that will help them utilize their resources wisely to support the development of their children.

2.5.3. Enhancing Collaboration between Parents and Teachers

It takes a team effort from parents, guardians, and instructors to teach a kid to read and encourage academic accomplishment outside of the classroom (Hill-Clark, 2005). Parents and other caregivers must make time at home for reading activities even when instructors spend less time with children than they do.

Children gain greatly from collaboration between parents, guardians, and instructors, especially when they are reinforcing ideas and concepts that are consistent (Darling, 2008). Increased reading time at home resulted in significant improvements in reading skills and accuracy rates, according to Kelly-Vance and Schreck's study from 2002 on a collaborative reading program involving parents and schools (p .05). This was in contrast to children whose parents did not increase reading time; the researchers found.

To stay informed about the child's progress both within and outside the classroom, effective communication between parents or other caregivers and instructors is crucial. In order to improve a child's education, teachers can make good use of parents or other caregivers (Nistler & Maers, 2000). Parents and other adults who care for children might offer crucial insights regarding their academic prowess and attitudes. Teachers can utilize parents' and caregivers' skills and energy as significant resources by bringing them into the classroom.

Reading achievement in children can be positively impacted by supporting parents or other caregivers as educators (Barbour, 1998; Berger, 1995; Dever, 2001; all mentioned in Dever & Burst, 2002). Teachers can provide advice such as guiding inquiries, help with unfamiliar terms, and book recommendations in situations where parents or caregivers are unclear how to teach their child. Teachers can also give students literacy exercises they can do at home, like teaching the alphabet, reading aloud, setting aside time for reading, and family reading nights. In the end, teaching children to read and helping them meet high literacy standards is a joint effort of parents, teachers, and the community (IRA/NAEYC, 1998).

Language barriers may pose challenges for parents or caregivers who do not speak the primary language used in the educational setting. In such instances, teachers can work closely with these parents or caregivers, providing letters and communication books in their native language, such as Afaan Oromo.

Some parents or caregivers may struggle with their own reading skills or be illiterate (Trelease, 2001). In such cases, teachers can recommend the use of wordless books, predictable books, or books available on flash drives. This empowers parents or caregivers to assist their children with reading skills and potentially improve their own reading abilities.

The fact that reading to children is the most effective way to teach them may also go unnoticed by parents or other people in in danger households (Trelease, 2001). While some middle-class or wealthy parents or caregivers encourage reading over television, others could place a higher value on watching television for their children's wellbeing. (Foundation., 2010), states that in this circumstance, teachers may need to get in touch with families and offer assistance in fostering a learning-friendly environment while acknowledging the need for teachers to customize reading instruction to the particular needs and living circumstances of each student.

2.6. Early Literacy Learning Experience in Ethiopia

The process of teaching young children to read extends beyond mere early literacy; it entails equipping them with the necessary skills for becoming successful readers. Early literacy activities play a vital role in developing strong language skills, including vocabulary, self-expression, and comprehension. Factors such as oral language, alphabetic code, and print knowledge significantly contribute to early literacy and serve as predictors of reading and overall academic success. Unfortunately, in the Ethiopian context, the understanding of parental and community participation in preschools is limited, with most lacking experience in collaborating with local communities (Admas F. , 2016) and inadequate parental involvement (Tefera, 2018).

Current data reveals that Ethiopia's population is projected to grow by 3,019,461 people in 2022, reaching 122,365,736 at the beginning of 2023. Within the country, approximately 48.93% of the adult population (aged 15 and above), equivalent to 31,370,865 individuals, possesses reading and writing skills. This leaves around 32,740,760 adults categorized as illiterate. The literacy rate among adult males stands at 57.21%, representing 17,840,730 individuals, while 41.09% of adult females (13,530,134 persons) are literate. However, 13,344,451 males and 19,396,310 females are considered illiterate. Among youth, the literacy rates for males and females are 71.13% and 67.81%, respectively, resulting in an overall youth literacy rate of 69.48% (UNESCO, 2018).

The definition of youth literacy rate encompasses individuals aged 15 to 24 years (UNESCO, 2018). Alarming statistics indicate that over half of the children in most regions of Ethiopia struggle to answer even a simple comprehension question (EGRA, 2010). This data highlights

the significant disparity in literacy rates within the country, raising questions about the home experiences children encounter throughout Ethiopia.

Ethiopia has also started a Kindergarten program for children between the ages of 4 and 6. This curriculum lasts for three years and includes nursery, lower kindergarten, and upper kindergarten for children who are, respectively, 3–4, 4-5, and 5–6 years old. These kindergartens are run by a variety of organizations, such as non-governmental organizations, for-profit businesses, and religious organizations ((MoE)., 2016). Only 7% of those who fall within the appropriate age range are covered nationally by the kindergarten program ((MoE)., 2016). Additionally, it is difficult for many parents to pay the tuition costs, which limits access to kindergarten education, especially for children from low socioeconomic backgrounds (Hoot, J. L., & Aronsky, D. , 2008). Due to poorly trained staff, subpar facilities and resources, a lack of government involvement, and a general lack of professionalism, these kindergartens not only struggle with access and coverage but also suffer from poor quality (Tirussew, 2009) & (Hoot, J. L., & Aronsky, D. , 2008)

Ethiopia, the second most populous country on the continent, grapples with persistent poverty despite its growing economy, with approximately 29% of the population living below the national poverty line. Shockingly, UNESCO estimates that 51% of adults in Ethiopia are unable to read and write. In response to this challenge, the Ministry of Education has taken steps to enhance educational access through the Poverty Reduction Strategy Program. Notably, the net enrollment rate for primary education has risen from less than 30% in 1990 to over 90%. However, the significance of early childhood learning, including Kindergarten (KG) experiences, has been overlooked in these efforts. Assessments by UNESCO in various years demonstrate that the educational and economic status of many Ethiopian parents appears bleak.

Unfortunately, several factors, including these challenging circumstances, severely impact the role of parents in fostering home-based experiences. Literacy skill development heavily relies on creating a literacy-rich environment at home, which necessitates parental education, exposure to diverse books and materials, and meaningful interactions. However, international research studies confirm that the majority of Ethiopian parents are currently unable to provide such experiences. In 2010, Ethiopia's Ministry of Education, in collaboration with RTI International,

conducted an Early Grade Reading Assessment in eight Ethiopian regions and six languages. The results were disheartening, with more than half of the children in most regions struggling to answer even a basic reading comprehension question. Even after two or three years of schooling, a significant proportion of primary school-age children remained illiterate.

Ethiopian Journal of Education and Development, 1(1), 1-17. Furthermore, disturbing quality indicators such as an average teacher-to-student proportion of 1:112 and a teacher-to-preschooler proportion of 1:3 (Tirussew, 2009) demonstrate how far behind Ethiopia is in early childhood education. There is limited collaboration between preschools and communities since parents have less free time and capacity to be involved in their children's education. Most preschools lack program policies, which makes it difficult to set clear expectations for communities and families surrounding preschool education. The issue is exacerbated by the absence of regulations governing parental participation and involvement as well as the lack of cooperation between preschools and families/community representatives throughout the development, administration, and evaluation of programs (Admas A. , 2013). But in the Early Childhood Care and Education Guidelines (MoE, MoH, MoWA, and 2010b), it is made clear that families and society as a whole are important players in a child's development.

In Ethiopia, efforts to promote reading and literacy culture have primarily focused on primary and secondary education, neglecting the crucial aspect of early literacy learning. There is a big gap when it comes to tackling early literacy, despite the fact that many non-governmental organizations (NGOs), including the READ II program, work with underprivileged populations in primary and secondary schools. This lack of comprehensive support indicates insufficient backing for all stakeholders, including parents, governments, and NGOs, in their early literacy learning experiences.

There is an urgent need for more research on early literacy in Ethiopia, particularly in regards to the part parent's play in their children's literacy development at home and in school, in order to solve these issues. The available literature assessment shows a lack of government support for early literacy development, little family involvement, and an emphasis on elementary schools within the NGO sector (Tefera, 2018). These results highlight the pressing need to advance the nation's literacy habits. All parties involved in early childhood education must give early literacy

learning high priority and promote it vigorously, especially by enabling parents to encourage literacy experiences at home. Individual and organizational research investigations should be carried out to produce thorough insights and direct future endeavors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. The Study's Design

My study's main goal was to investigate the relationship between home experience and literacy development of kindergarten children attending at the School of Kanenus. To accomplish this, I employed a quantitative non-experimental approach with a correlation research design. According to (Frey, 2018), I chose to use a Quantitative Non-Experimental approach for Correlation design in order to examine social phenomena without directly manipulating the subjects' experiences or randomly assigning them to different groups. This type of correlation design does not provide strong evidence for cause-and-effect relationships, but instead focuses on measuring and assessing the statistical relationship (i.e., correlation) between two variables, whether they are binary or continuous, with limited control over extraneous variables.

Considering the objectives and requirements of my study, I deemed a quantitative research approach as the most suitable method compared to qualitative or mixed methods approaches. I was attracted to the quantitative method due to its efficiency in processing and analyzing data, even when dealing with large sample sizes. The use of data computing equipment enabled rapid data processing and analysis, thereby facilitating the research process.

3.2. Study population

The preschool boasts a total enrollment of 318 children, grouped into three distinct cycles, each accommodating varying numbers of children based on their ages. For the purpose of this investigation, we have selected a specific subset of the population, consisting of 147 children aged between 4 and 7 years, as this age range aligns with the research objectives.

3.3. Sample size and Sampling Methods

The study employed purposive sampling to select its participants from the preschool's three cycles, namely "pre-KG," "middle KG," and "upper KG." Purposive sampling is a non-

probabilistic sampling technique where specific individuals or groups are intentionally chosen based on certain criteria that align with the research objectives. In this case, the researchers deliberately focused on middle KG students as they believed this age group represented a crucial developmental stage for assessing literacy skills. By targeting middle KG children, who were between the ages of 5 and 6, the researchers aimed to capture a key period when pre-reading and writing abilities were significantly developing, and language and cognitive skills were advancing.

The decision to choose middle KG students for this study was justified by several reasons. Firstly, children in this age group were deemed more suitable for the assessment tasks, as they had received some exposure to literacy activities in preschool and were starting to acquire the necessary skills for independent reading and writing. This increased their likelihood of accurately completing the assessment tasks and providing meaningful data.

Furthermore, focusing on middle KG students allowed the researchers to avoid potential confounding factors that could arise when assessing upper KG students. These older children might already possess advanced literacy skills, which could overshadow the specific skills relevant to this study. Similarly, assessing pre-KG students, who are still in the early stages of literacy development, could be less effective for capturing the targeted literacy acquisition.

Ultimately, the researchers obtained a sample size of 60 middle KG children, out of the initial expectation of 147 participants. It seems that the final sample size was determined based on the number of participants who actively participated by having their parents complete the children's questionnaire. This indicates the use of convenience sampling, where the researcher's selected participants based on ease of access and availability, rather than employing a random or systematic sampling approach.

In summary, the study utilized purposive sampling to intentionally select middle KG students as the target group, considering their critical developmental stage and suitability for the assessment tasks. The final sample size of 60 participants was achieved through convenience sampling, as only those children whose parents completed the questionnaire were included in the study.

3.4. Data Sources

Primary data were gathered to assess the relationship between home experience and literacy development. The IDELA (International Development for Early Learning Assessment) tool was used to assess the early learning skills of children aged 3-6 years. The Taylor's Home Experience Questionnaire was modified and used to assess the home literacy environment of children. Both children and parents were asked to complete a common instrument to ensure comparable data.

Secondary data sources, including journal articles, research papers, thesis proposals, dissertations, book chapters, and educational videos on platforms like YouTube, were also utilized. High-quality academic resources from the field of reading were used to assess and triangulate the findings.

Overall, primary and secondary data sources were used to obtain a comprehensive understanding of the relationship between home experience and literacy development.

3.5. Instruments of Data Collection

In this investigation, two instruments were used. While the second section collected data from literacy tests on the children's reading skills, the first part concentrated on the home literacy learning environment. (Taylor, 1996/2000), modified the children's questioner inventory, which was used as a survey to find out more about the home literacy learning contexts of KG students in the middle school. The translation of the questionnaires was conducted carefully to ensure that the required information from the parents was obtained, and the contents of the questionnaires were meaningful and organized to address the research questions effectively.

The 25 questions in the children's questioner inventory ranged from never to daily on a grading scale of 0–5. Seven questions in particular centered on parental instructional activities performed at home, such as tutoring and homework assistance. Another seven-question survey examined whether the adults in the household loved reading and did so in front of the children. The frequency of family reading sessions was measured using four different questions. Seven more questions examined verbal exchanges and oral communication, such as singing to children and conversing with them.

There were 25 questions in all in the survey. The parent survey can be found in Annex 1 (Part 1) of the document. Four questions were used to gather data on the family's relationship to the students, monthly income, educational history, and opinions about literacy (see Annex 1, Part 2).

An established instrument known as IDELA (International Development for Early Learning Assessment) was employed in this study as the second instrument. This tool was developed by Safe the Children which focuses on the development of five essential areas: emergent literacy, emerging numeracy, socio-social development, problem-solving, and motor skills. The element of the questionnaire that assesses literacy was used for this study. Questions have been organized by component in the tool. This assessment method was chosen by the researcher over others because of its global applicability.

The IDELA format offers valuable insights into children's fundamental reading skills. The tool aims to assess specific skills and their mastery level, enabling the tracking of progress over time in all skill areas. Most items employ continuous scoring rather than a simple yes/no response. Integrated stop rules are included in various items to ensure that children of different abilities and ages can meaningfully answer the questions. The core assessment is suitable for children aged 42 to 78 months and takes approximately 10 minutes to administer. It evaluates reading comprehension, expressive vocabulary, letter recognition, emerging writing, first sound discrimination, and understanding of print among other literacy and language skills. In order to ensure consistency and reliability of data collection, the questionnaires and literacy assessments were both given during the study in standardized formats.

3.6. Instrument Reliability

To ensure the accuracy of the data, it is essential to evaluate the validity and reliability of the instruments used for data collecting before beginning the actual study (Gilly, M. C., Graham, J. L., Wolfenbarger, M. F., & Yale, L. J. , 1998).

3.6.1. Reliability

The consistency of a measurement and the capacity to replicate outcomes under similar circumstances are referred to as reliability. Additionally, it shows how consistently an instrument

delivers results. Internal reliability is expressed as a value between 0 and 1, where 1 denotes full internal reliability. The number of items, sample size, group variability, score reliability, difficulty of the instrument, and number of items all has an impact on the Cronbach's alpha value. A pilot test was conducted with 30 randomly selected children who had their questionnaires filled out by their parents and an IDELA literacy exam administered in order to assess the reliability of the instrument. For both assessments, the Cronbach's alpha reliability coefficient was obtained using SPSS. The children's home environment questionnaire and the IDELA literacy exam both have Cronbach's alpha coefficients of 0.85 and 0.597, respectively, according to the data analysis carried out using SPSS. These results show that both measurements have very good reliability. These findings show that the scales have high internal consistency. Based on the results of the pilot test, several items were modified and terminology was reduced in light of the study's conclusions.

3.7. Data Gathering Procedures

The IDELA test for students and a modified version of Taylor's questionnaire for children in the home learning environment (Taylor, 1996/2000) were both used by the researcher. The researcher verified the validity of the IDELA test and the questionnaire prior to data collection. This required choosing, customizing, and translating the IDELA test and questionnaire while also requesting input from the research adviser.

The principal of the School of Kanenus KG division and I talked about the data collection techniques. The IDELA test was given to the children, and parents visiting the school to answer the questionnaire were one of the methods approved for data collection. Additionally, the researcher timed data collecting to coincide with the students' daily instructional plans.

Before gathering data, respondents were provided with thorough clarification and guidance regarding the questionnaires. The researcher ensured that parents understood the purpose and instructions for completing the questionnaire accurately. Subsequently, the researcher collected the completed questionnaire papers and administered the IDELA test only to the students whose families had provided their home experience information on the questionnaire format.

3.8. Ethical Considerations

A crucial component of research is ethical considerations, which guarantee the rights and welfare of participants. When interacting with the school administration, parents, and children during the course of this study, the researcher showed professionalism and upheld ethical standards. This was achieved by closely following the planned timetable, honoring the parents' participation, and approaching the children in a friendly and engaging manner.

The researcher told participants that their replies would only be used for research reasons and would be kept confidential in order to ensure participant anonymity. No personal information, the researcher noted, would be used in any aspect of the study.

No participants were ever threatened or pressured into communicating or taking part in the study; everything was done on a voluntary basis. Throughout the research procedure, the researcher sought the participants' consent and participation out of respect for their personal and institutional well-being.

The researcher took precautions to preserve respondents' personal information and survey data in order to maintain confidentiality. The respondents' identities were kept private, and any data gathered was securely saved in a document file on a personal computer to ensure its privacy and security.

By upholding ethical principles, the researcher showed a dedication to ethical research techniques, respecting the rights and privacy of the study participants.

3.9. Analysis and Presentation of Data

In order to evaluate the strength of the association between two continuous variables that were numerically assessed in this study, correlation analysis was used as a statistical method. Through the use of a numerical value to represent the strength of association, this research sought to quantify the nature of the relationship between the variables. When evaluating probable links between variables, correlation analysis is especially helpful.

The Statistical Package for the Social Sciences (SPSS) software was used to code and record the results of the literacy skill test. The association between the family environment and literacy development was investigated using bivariate correlation analysis, a feature of SPSS. In accordance with the researcher's statistical analysis strategy, additional statistical analyses, including regression, percentiles and tabular presentations, were carried out.

The association between the family environment and literacy development was summarized by the researcher using correlation analysis and a correlation coefficient. A single figure known as the coefficient serves as a proxy for the direction and strength of the link between the variables. The researcher's primary objective in this study was to examine the correlations between the two variables without modifying or controlling either of them because it belongs under the non-experimental subcategory of quantitative research.

CHAPTER FOUR

RESULT

This chapter's primary goals are to present, examine, and interpret the research's results. Additionally, it will look into and offer insights on the connection between student literacy skill development variables such verbal communication, letter identification, print awareness, phonetics, writing, and oral understanding and home experiences. Oral communication, parental education, parental modeling, and other aspects of the home environment will also be investigated in relation to the development of literacy skills. The types of data are frequently combined in the interpretation and discussion sections by converting one type into the other, integrating the data side by side, or contrasting them side by side, as illustrated below.

4.1.Respondents Demographic Profile

4.1.1. Students

The descriptive statistics of participant students in terms of gender and age are described in the table below.

Table 1: Students Characteristics of Respondents

No	Demography	Items	Frequency	Percentile
1	SEX	Male	29	48.3
		Female	31	51.7
		Total	60	100.0
2	YEARS OF AGE	4 years	1	1.7
		5 years	43	71.7
		6 years	14	23.3
		7 years	2	3.3
		Total	60	100

According to the above statistics, 29 (48.3%) males and 31 (51.7%) female students participated in the study. It is conceivable to state that an equal amount has been supplied for child sex in this

case. The above data also shows that 4(1.7%) of the student participants in the study were 4 years old, 43(71.7%) were 5 years old, 14(23.3%) were 6 years old, and 2(3.3%) were 7 years old. According to IDELA test, at least 44 (95%) of children are 5-6 years old, which is an adequate age to assess their literacy performance.

4.1.2. Parents

The descriptive statistics of each parent's relationship with their child, their educational background, their monthly income, and the tables below provide an overview of how many books each person owns as well as how frequently they read for pleasure.

Table 2: Parents Demographic Characteristics of Respondents

No	Demography	Items	Frequency	Percentile
1	Relationship	Mother	28	46.7
		Father	23	38.3
		Grand Father	1	1.7
		Grand Mother	2	3.3
		Aunt	2	3.3
		Uncle	2	3.3
		Guardians	2	3.3
		Total	60	100.0
2	Educational Background	Primary or Secondary level	3	5.0
		Secondary completed	14	23.3
		Diploma	13	21.7
		Bachelor degree	24	40.0
		Masters or above	6	10.0
		Total	60	100
3	Monthly Income (In Ethiopian birr)	<2, 250	7	11.7
		2,251-8,900	14	23.3
		8,901-39,700	25	41.7
		>39,700	7	11.7
		MISSING	7	11.7
		Total	60	100.0

According to the Relationship Demography in the above table, 46% of the respondents who completed the background questionnaire were mothers, 38.3% were fathers, 5% were grandmother/father, 6% were an uncle/aunt, and only 3% of the questionnaires were completed by guardians of the students. Mothers and fathers completed 84.3% of the background questionnaires, indicating that the majority of respondents had a close relationship with their children.

The educational background demographic reveals the qualifications of the parents who completed the background questionnaire; nearly all were secondary completed and above 57 (95%).

According to the monthly income demography, among the parent participants of the study, 7(11.7%) were paid 2,250 birr per month, 14(23.3%) were paid 2,251-8,900 birr per month, 25(41.7%) were paid 8,901-39,700 birr per month, 7(11.7%) were paid >39,700 birr per month, and 7(11.7%) were not willing to give their monthly income. This demonstrated that a significant proportion of parents had monthly incomes that were moderate or above the national average.

4.2.The Characteristics of Home Literacy Activities

The number of books in the house and the mean average amount of home literacy practice are the two factors that affect the kind of home literacy practice. The frequency of home literacy experiences is depicted in Figure 3. On average, parents engaged in oral communication activities (such as talking about groceries at the store) 84% of the time, directly taught literacy skills (such as letters and words) 82.2% of the time, engaged in joint reading activities 56% of the time, and modeled literacy behaviors (such as reading books in the presence of their child) 64% of the time. The frequency chart shows that there was a wide variation in how often children participated in each individual home literacy activity.

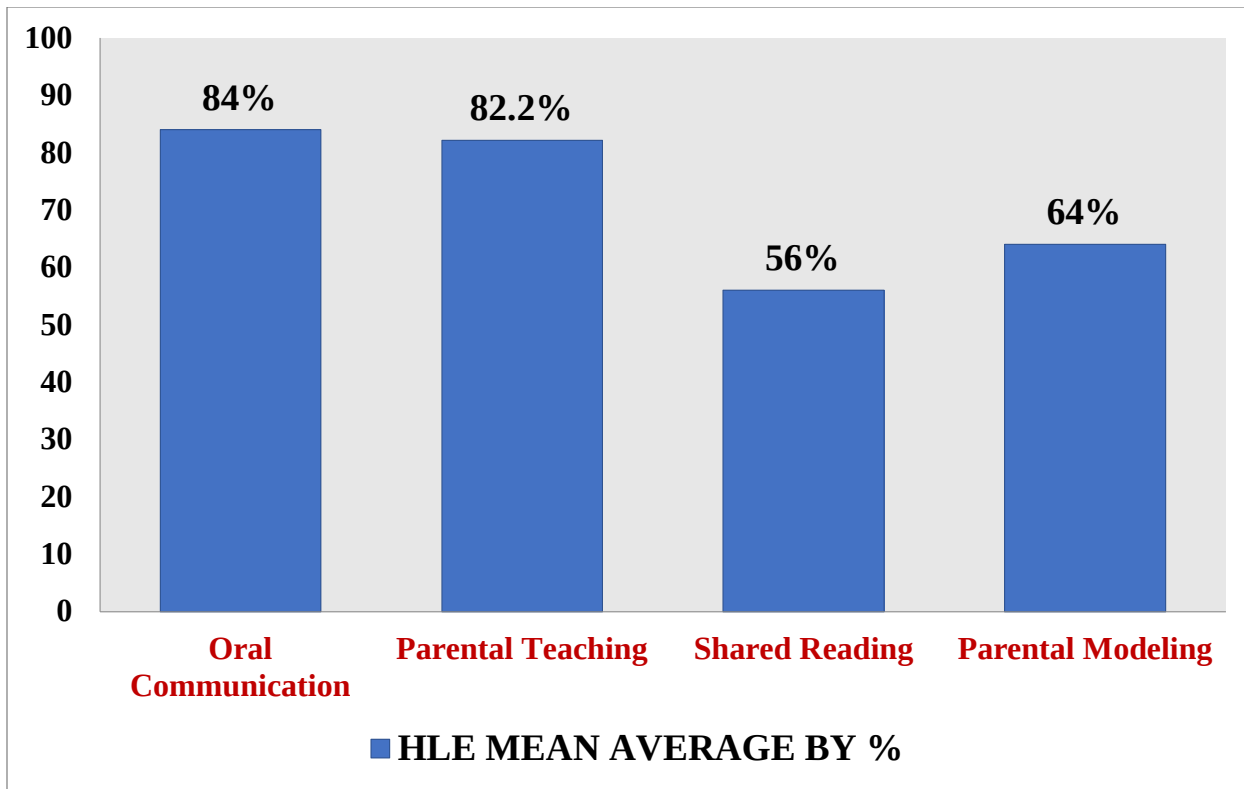


Figure 3 Home Literacy Experience Mean Average

The quantity of books in homes is depicted in Figure 4. 81% of children reside in homes with fewer children's books, according to the pie chart. They have between 0 and 24 books in their homes. 7% of children have between 25-50 and 51-74 books. Only 3% of children have an abundance of books in their homes with between 75-100 books.

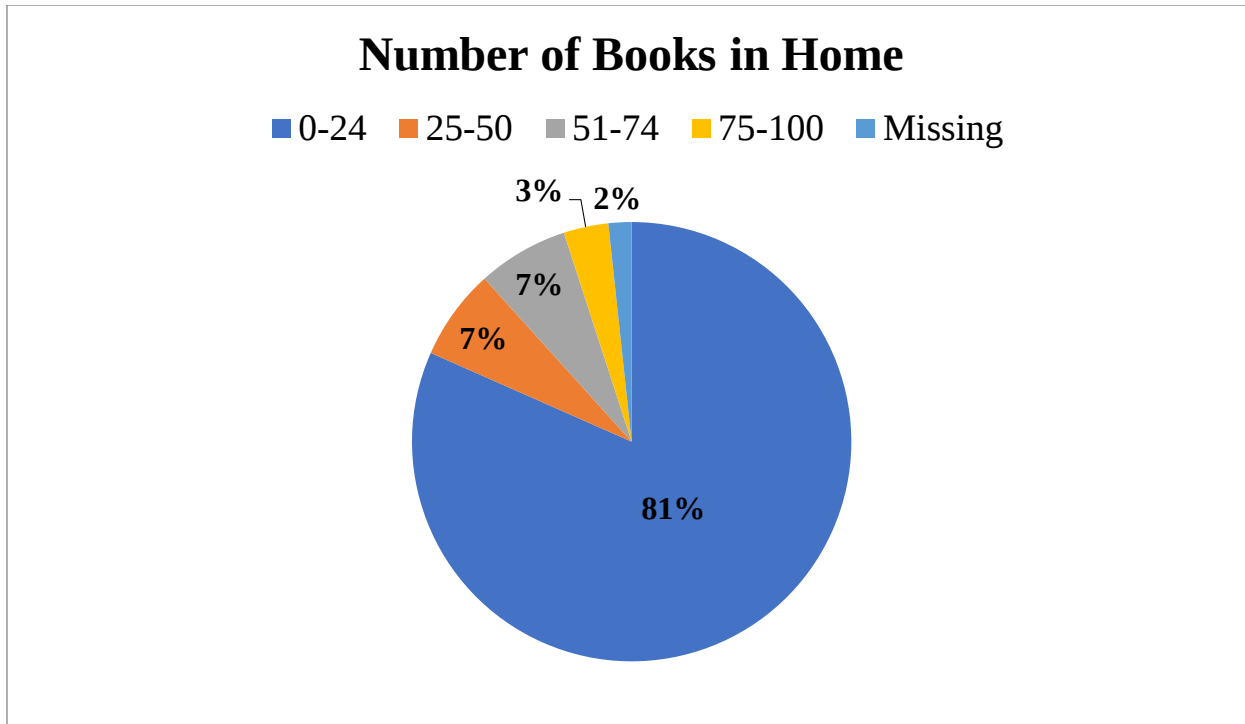


Figure 4 Number of Child Books in Home

The literacy performance of each child was gathered via an IDELA test exam out of 55, and the home experience of each child was quantitatively scored by the child's parent in order to investigate the relationship between preschool students' home experiences and their development of literacy. On a 5-point scale based on parental modeling, shared reading, spoken communication, and parental instruction, parents have been taught to score each student's home experience.

Null hypothesis: There is no conclusive link between parental involvement and academic performance of children.

Alternative hypothesis: The relationship between parental involvement and children's academic performance is statistically significant.

The necessary condition for the correlation test is shown in the histogram below.

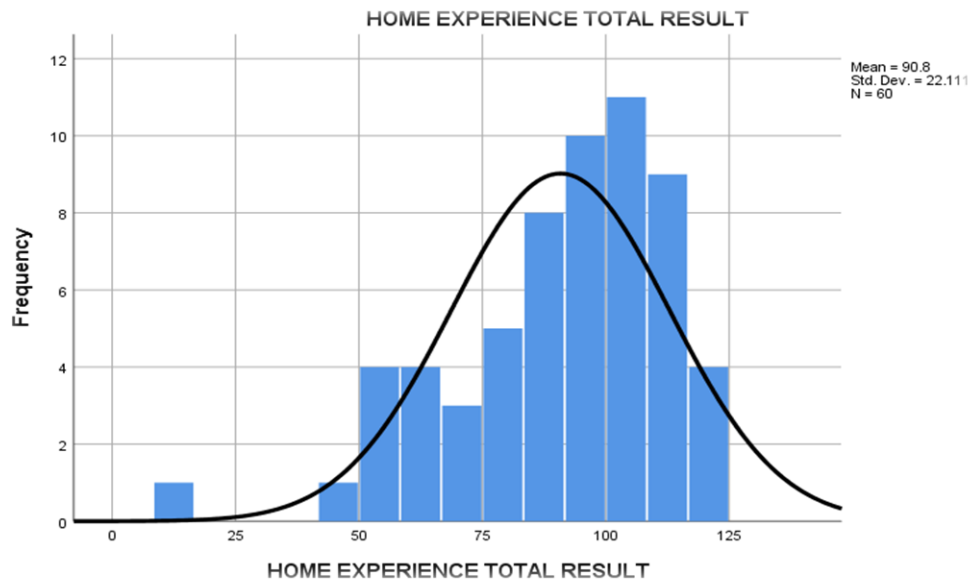


Figure 5 Histogram of Home Experience Total Result

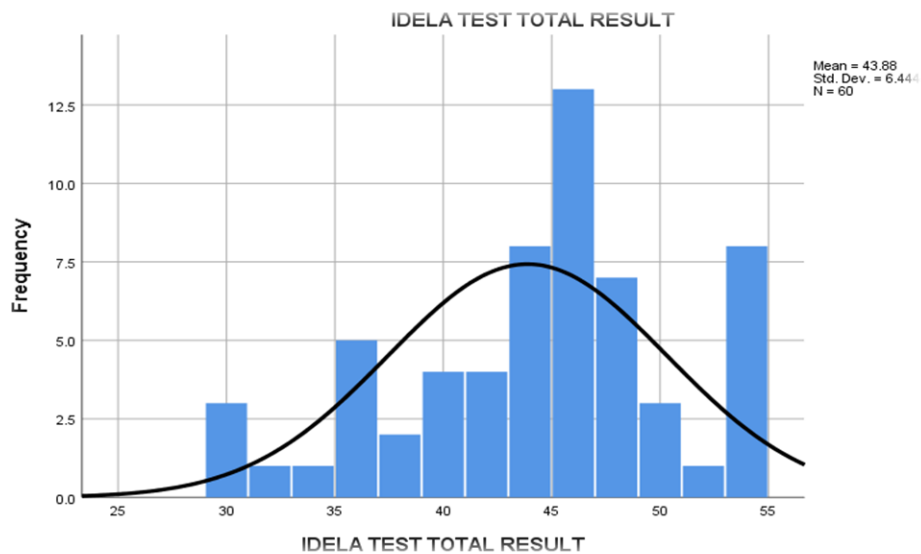


Figure 6 Histogram of IDELA Test Total Result

The aforementioned histograms show, respectively, the rate of home experience and the performance of children's literacy skills. As we can see, the histograms show a rather normal distribution. So long as the distribution is not too skewed, various parametric statistics, such as correlations and regressions, can be applied. As we can see, the histogram's right side is densely populated with data. The standard deviation shows that there is a significant difference between each value and the mean value, allowing the data to deviate from the mean. To examine their relationship, we can do regression and correlation as shown below:

Regression

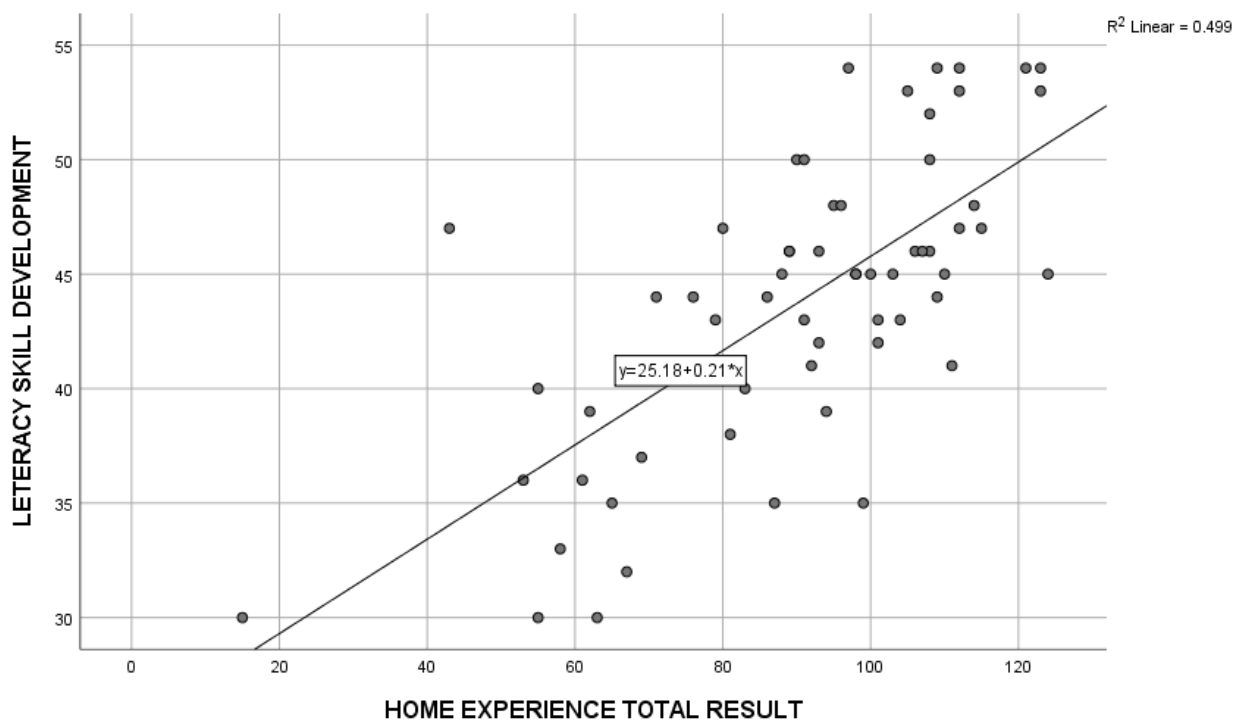


Figure 7 Students' literacy performance vs. home experience scatter plot.

According to the scatter plot, the majority of the dotted lines migrate obliquely from bottom left to top right along the x-y axis. It demonstrates how the importance of children's literacy skills varies depending on how important the home environment is. The length of the line connecting all locations rises from left to right. It is also a rising graph of the linear function $Y = ax + b$, where **a** is the coefficient of the independent variable **x** and **b** is a constant.

The regression equation $Y = b_0 + \beta X$ shows that a child's literacy performance is positively correlated with their home experience. The intercept, b_0 , is 25.184, which means that a child can only accomplish 25 out of 55 without any home experience. The slope, β , is 0.206, which means that for every one-unit increase in home experience, the child's literacy performance is expected to increase by 0.206.

Table 3: Model for Regression of Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707^a	.499	.491	4.599

a. Predictors: (Constant), HOME EXPERIENCE TOTAL RESULT

b. Dependent Variable: IDELA TEST TOTAL RESULT

The summary regression model is another important point that needs to be made. These totals show how much the predictor variable, home experience, accounts for the dependent variable, literacy skill achievement. The most trustworthy of these three numbers, however, is adjusted $R = 0.491$, which indicates that parental experience alone can account for 49.1% of their children's overall literacy score. By changing their rate of home experience, we can affect how well our children do.

Correlation

Table 4: Correlation of Home experience to Child literacy performance

Variable	Literacy Skill	Oral comm.	Parental Teaching	Shared Reading	Parental Modeling	Overall Home Experience
Literacy Skill	1	0.576 ^{**}	0.567 ^{**}	0.629 ^{**}	0.633 ^{**}	0.707 ^{**}
N	60	60	60	60	60	60

On the basis of the information provided by the Pearson correlation coefficient $r = 0.707$ at the p -value 0.01 level, we are forced to reject the null hypothesis and accept the alternative hypothesis. The two variables showed a substantial connection, as seen by the positive sign of $r = +0.707$ and the magnitude 0.707, which is near to +1. Even while we cannot prove that one variable is the source of the other, this shows that an increase in one variable is followed by an increase in the other. Additionally, home literacy-related routines for children significantly predicted how well they would read in kindergarten.

The alternative hypothesis must thus be accepted since the Pearson correlation coefficient between parental modeling and literacy performance was determined to be $r = 0.633$ at the p -value 0.01 level. This forces us to reject the null hypothesis. The relationship between the two variables was revealed to be positive by the value of $r = +0.633$, and the magnitude 0.633 is close to +1, indicating a significant relationship. Even while we cannot prove that one variable is the source of the other, this shows that an increase in one variable is followed by an increase in the other. Additionally, parental modeling habits at home significantly impacted kindergarten students' literacy abilities.

The Pearson correlation coefficient between shared reading and literacy performance was discovered to be $r = 0.629$ at the p -value 0.01 level in accordance with the aforementioned findings, causing us to reject the null hypothesis and subsequently accept the alternative hypothesis. The association between the two variables was revealed to be positive by the value of $r = +0.629$, and the magnitude 0.629 is close to +1, indicating a significant relationship. Even while we cannot prove that one variable is the source of the other, this shows that an increase in one variable is followed by an increase in the other. Additionally, shared reading habits in the household were a strong predictor of kindergarten students' literacy abilities.

The performance in oral communication and literacy was found to have a statistically significant correlation, with a Pearson correlation coefficient of $r = 0.576$ ($p = 0.01$) between the two. The alternative hypothesis is accepted in light of this finding, and the null hypothesis is rejected. A strong relationship between the variables is implied by the positive sign of $r = +0.576$, which has a magnitude near to +1. Although causation cannot be proven, it suggests that if one variable rises,

the other tends to rise as well. Additionally, literacy abilities among kindergarten-aged children were significantly predicted by oral communication patterns in the homes of the children.

The alternative hypothesis must therefore be accepted since the Pearson correlation coefficient between parental teaching and literacy performance was determined to be $r = 0.567$ at the p-value 0.01 level. This forces us to reject the null hypothesis. The magnitude of $r = +0.567$ is close to +1, indicating a strong relationship, and the positive sign of $r = +0.567$ demonstrated a positive link between the two variables. Even while we cannot prove that one variable is the source of the other, this shows that an increase in one variable is followed by an increase in the other. Additionally, parental teaching methods in the home significantly influenced kindergarten students' literacy abilities.

4.3. Literacy skill development

The results for the different levels of literacy skills can be summarized as follows:

Table 5 descriptive statistics of level of literacy skills

Types of Literacy Skills	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Oral Vocabulary	60	15	5	20	14.73	4.037	16.301
Print Awareness	60	2	1	3	2.67	.510	.260
Letter Identification	60	14	6	20	16.25	3.616	13.072
Phoneme awareness	60	3	0	3	2.45	.811	.658
Writing	60	0	4	4	4.00	.000	.000
Oral Comprehension	60	4	1	5	3.78	1.180	1.393

The assessment of literacy skills among the children revealed the following results. In terms of oral vocabulary, the mean score was 14.73 out of 20, indicating a relatively high level of proficiency with a standard deviation of 4.037. Print awareness showed a mean score of 2.67 out of 3, suggesting a good understanding of print and its elements has a 0.510 standard deviation. The average score for Phoneme awareness was 2.45 out of 3, demonstrating a strong grasp of initial word sounds, accompanied by a standard deviation of 0.811. The participants excelled in letter identification, with a mean score of 16.25 out of 20 and a standard deviation of 3.61. Writing skills received a perfect mean score of 4.00 out of 4, indicating exceptional performance. Lastly, oral comprehension exhibited a mean score of 3.78 out of 5, indicating a good ability to understand spoken language and comprehend information, with a standard deviation of 1.180. Overall, the participants displayed commendable proficiency in these literacy skills, showcasing strong abilities in oral vocabulary, print awareness, Phoneme awareness, letter identification, writing, and oral comprehension.

Correlation

Correlation analysis establishes the link between different literacy ability kinds and childhood experiences. The table demonstrates a favorable link between the five types of reading skills and home experience. The correlation values are in the range of 0.112 to 0.769, indicating a moderate to strong link between literacy abilities and home experience.

Oral comprehension abilities and home experience appear to be moderately positively correlated, according to the correlation value of 0.576. This link is statistically significant at the level of 0.01 according to the significance level of 0.00.

The correlation coefficient, which was discovered to be 0.112, indicates that there is a marginally positive relationship between the number of animals and commodities in a store and one's personal experience. The significance level of 0.396, however, indicates that there may be no statistical relevance to this link.

The relationship between print awareness abilities and home experience is moderately good (0.480). A statistically significant correlation at the 0.01 level is shown by a significance level of 0.000.

A strong positive link between letter identification abilities and home experience is indicated by the correlation coefficient of 0.769. A statistically significant correlation at the 0.01 level is shown by a significance level of 0.000.

Phoneme awareness knowledge and domestic experience have a moderately positive connection (0.493). A statistically significant correlation at the 0.01 level is shown by a significance level of 0.000.

The significance level is not appropriate, and it was not possible to compute the link between writing ability and domestic experience.

Table 6: Correlation for Types of Literacy Skills and Home Experience

Variable	Home Experience	N
Literacy Skill	0.707**	60
Oral vocabulary	0.112	60
Print Awareness	0.480**	60
Letter Identification	0.769**	60
First Letter Sound	0.493**	60
Writing	.b	60
Oral comprehension	0.576**	60

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

b. Cannot be computed because at least one of the variables is constant.

CHAPTER FIVE

DISCUSSION

This examination exploring the connection between literacy-related home experiences and kindergarten children's growth as readers is one of the first of its kind. The study makes two important discoveries and another intriguing observation. First of all, there is a clear link between the development of children's literacy skills and all four types of literacy-related home practices, namely oral communication, parental teaching, shared reading, and parental modeling. Additionally, five of the six reading skills—verbal communication, print awareness, phonology, letter identification, and oral comprehension—display strong associations with childhood experiences. This is true of all the literacy skills that were evaluated. Each of these discoveries will be described in detail along with the wise observation.

The study's initial key conclusion is that there is a link between early childhood experiences at home and preschool children's development of literacy skills. Oral communication, parental instruction, shared reading, and parental modeling, are the four forms of literacy-related home activities that are strongly positively correlated with one another, according to the correlation table data (Pearson correlation coefficient of 0.707 at a p-value of 0.01). The correlation between increased home experiences and better literacy skills emphasizes the value of a nurturing family setting defined by constructive teaching, reading, and modeling behaviors. Previous research (Puglisi, M., Hulme, C., Hamilton, L., & Snowling, M., 2017) has demonstrated a relationship between literacy techniques used at home and literacy abilities. Through these techniques, parents and other adult caregivers can significantly improve their children's literacy abilities.

Oral communication shows a moderately positive correlation with home experiences when looking at particular aspects (correlation coefficient of 0.576 at a p-value of 0.01), suggesting that home conversations and discussions help children develop their literacy skills. This supported the significance of spoken communication in the family (Strickland & Shanahan, 2004). The correlation coefficient for shared reading is also positive (0.629), indicating that participating in shared reading activities—in which parents read books to their children and encourage their participation—helps children develop their literacy skills (Senechal, M., & LeFever, J, A, 2002). Parental teaching (correlation coefficient of 0.567) and parental modeling

(correlation coefficient of 0.633) also show positive relationships, indicating that parents' active teaching of literacy-related skills and serving as role models for their children have a positive impact on the way their children approach growth in literacy (Reeder, P., & Sowers, K., 2002).

These findings highlight the significance of a nurturing home environment and many aspects of children's home experiences in encouraging the development of literacy skills. By encouraging positive oral communication, taking part in shared reading activities, acting as literacy role models, and actively instructing their children in literacy-related skills, parents and caregivers can help their children develop their literacy skills. Encouraging parents to read in the presence of their children and engage in joint book reading practices is recommended and merits further investigation.

Family reading activities are important for children's literacy development according to study, as literacy acquisition happens through human connection. Previous studies have also emphasized the importance of spoken communication in the family, parental teaching, shared reading, and parental modeling in children's literacy development.

These results may also be explained by the possibility of complicated links between household literacy practices and children's literacy abilities, with other variables serving as a "bridge" between them. Children's literacy abilities, for instance, may have an impact on parental socioeconomic status and educational level on household literacy practices. The development of children's language abilities is positively correlated with socioeconomic level and parent educational attainment, according to research. Previous research has demonstrated a connection between literacy practices used at home and literacy abilities.

It follows that it makes sense to infer that parental socioeconomic and educational status enhances the standard of the home literacy environment, hence improving children's literacy skills. Similar to this, parents' socioeconomic status and level of education may have an indirect impact on their children's reading abilities. As shown by a Pearson correlation coefficient of 0.707 at a p-value of 0.01, this study discovered a positive relationship between children's home literacy activities and their literacy performance, with child home literacy practices significantly predicting kindergarten students' reading skills.

However, these mechanisms were not specifically investigated in this study. Additionally, the study focused on kindergarten children, a crucial stage when many children begin developing literacy skills. Further research is needed to gain a comprehensive understanding of the intricate relationships between parental socioeconomic level, educational status, and children's literacy skills, particularly in the Ethiopian context.

The study's second key finding is the relationship between childhood experiences and six different reading skill developments: oral comprehension, oral vocabulary, print awareness, letter identification, first letter sound (phonology), and writing. Specifically, the correlation coefficients provide insights into these relationships.

The association between a child's ability to grasp spoken language and comprehend information and their home experiences is moderately positive, according to the correlation coefficient for oral comprehension (0.576). This indicates that a supportive home environment influences a child's comprehension skills.

A child's use and comprehension of words in spoken language are strongly correlated with their home experiences, as shown by the correlation coefficient for oral vocabulary, which is 0.112. Although this association is not as significant as the others, it still implies that a child's family experiences have an impact on how well-versed they are in vocabulary.

A moderately positive link between print awareness and correlation coefficient of 0.408 may be seen. This indicates that a child's comprehension of print and its related components is influenced by experiences at home, such as exposure to printed materials and recognition of letters and words.

With a correlation coefficient of 0.769, letter identification has the greatest association among the reading skills. This shows that a child's capacity to recognize and identify alphabet letters has a strong, positive association with events at home. The results imply that a child's ability to identify letters is significantly influenced by their home environment.

The correlation coefficient for first letter sound (phonology) is 0.493, indicating a moderate positive relationship between home experiences and a child's understanding and recognition of

the initial sounds of words. This implies that home experiences, such as exposure to phonetic cues and linguistic interactions, contribute to a child's phonological skills.

However, the correlation coefficient for writing cannot be computed because all students have obtained the same result, indicating a constant outcome. Therefore, based on the data at hand, it is not possible to draw any conclusions about the association between a child's family experiences and their writing abilities.

The Pearson correlation table also demonstrates that there is some imperfection in the relationship between parental experience and literacy abilities. This is due to the fact that a child's literacy abilities can also be influenced by other circumstances, such as their socioeconomic situation, the education level of their parents, and their access to educational resources. The Pearson correlation table does, however, offer proof that a child's home environment plays a significant role in their growth as a reader. Even after accounting for other characteristics, children with more parental involvement are more likely to succeed in reading.

Overall, the results show varying degrees of correlation between home experiences and different literacy skill developments. For letter identification, the strongest relationships are seen. Oral comprehension, print awareness, and first letter sound show somewhat favorable associations, indicating that home experiences have a moderately good impact on these components of literacy development. The weak positive correlation for oral vocabulary implies a less pronounced relationship between home experiences and vocabulary skills. However, the correlation coefficient for writing indicates that the relationship cannot be determined.

In addition to these major findings, despite a majority of parents having a monthly income in the middle or upper range compared to the country's income standard, my research revealed that 81.7% of their homes had a very limited number of child books. This finding contrasts with the expectation that higher income would be associated with more educational resources. Previous studies, such as the work by (Korat, O., Klein, P., & Segal-Drori,, 2007), have shown that lower-income parents tend to have fewer educational materials, including books. As highlighted by (Ntuli, S. P., & Pretorius, J. S. , , 2005), who emphasized that exposure to storybooks enhances the capacity of children to engage with literacy activities in school settings. Interestingly, my study found that both affluent and low-income parents had a similar quantity of books in their

homes, suggesting that the impact of income level goes beyond the availability of educational resources like books. It encompasses parental attitudes and perceptions concerning the importance of books and early childhood education as a whole.

Therefore, raising parental education levels is crucial for the development of early literacy in Ethiopia. This finding is consistent with other studies that showed low parental involvement and a lack of community engagement experience among teachers in Ethiopian pre-schools (Admas F. , 2016); (Tefera, 2018) which led to a lack of understanding of these topics.

Additionally, I found that oral communication activities (i.e., talking about products in the market) had the highest frequency (about 84% mean average) of the types of home literacy practices included in the study, which is very encouraging for children's future literacy skill development. The least frequent practice was shared reading, with a frequency of only about 56% mean average. This suggests that more effort should be put into either teaching parents how to practice parent-child joint book reading or motivating them to do so more frequently.

CHAPTER SIX

CONCLUTION AND RECOMMENDATION

6.1 Conclusion

Children's literacy skill growth in the School of Kanenus is strongly correlated with the volume of home-related literacy experience. According to the study, household experiences have a significant impact on how well children learn to read. Particularly, it was shown that four forms of literacy-related home practices—oral communication, parental teaching, shared reading, and parental modeling—had a high, positive correlation with the development of literacy abilities. The study focused on kindergarten children and examined six specific literacy skills: oral comprehension, oral vocabulary, print awareness, letter identification, first letter sound (phonology), and writing.

The results show that each of the four categories of literacy-related family practices benefits children' literacy skill development. While parental modeling and shared reading showed good associations, oral communication and parental teaching activities were found to have moderately positive relationships with literacy skills.

A child's ability to recognize and identify letters is significantly influenced by their environment at home, as seen by the greatest association between letter identification and home experiences among the literacy skills evaluated. Oral comprehension, print awareness, and first letter sound showed somewhat favorable associations, indicating that home experiences have a moderately good impact on these components of literacy development. The association between spoken vocabulary and experiences at home was good despite the small correlation. The association between domestic experiences and writing abilities, however, could not be established using the data at hand.

The strong link between home experiences and literacy growth suggests that the home setting and the involvement of parents play a key role in influencing children's reading abilities. Increasing home experiences, characterized by positive communication, teaching, reading, and modeling behaviors, were found to correlate with improved literacy skills in kindergarten children.

According to the research, family conversations and discussions help children develop their reading abilities. It has also been discovered that participating in shared reading activities, where parents read books to their children and encourage their participation, has a favorable impact on the development of literacy skills. Children's literacy development was also demonstrated to benefit from parents acting as role models and actively teaching literacy-related skills.

The degree of developing literacy skills among children in School of Kanenus can be described as generally high. The participants displayed strong proficiency in various literacy skills. In terms of oral vocabulary, the children had a relatively high mean score, indicating a good command of spoken language. They also demonstrated a good understanding of print and its associated elements, as reflected in the print awareness scores. Moreover, the children showed a strong ability to recognize and identify letters, as evidenced by the mean score for letter identification. In writing, all the children achieved a perfect score indicating exceptional performance in written expression. Additionally, the children displayed a good level of oral comprehension, suggesting their ability to understand spoken language and comprehend information. These results highlight the overall high level of literacy skill development among the children, indicating their strong proficiency in oral vocabulary, print awareness, letter identification, writing, and oral comprehension.

The implications of home experience on literacy skill development can be summarized as follows:

- **Positive Home Environment:** The study highlights the importance of a supportive home environment characterized by positive communication, teaching, reading, and modeling behaviors. This suggests that fostering a happy and supportive home environment is important for encouraging children's literacy ability development.
- **Oral Communication:** According to the research, family conversations and discussions help children develop their literacy skills. Future reading skill development in children is positively impacted by parents engaging in oral communication activities with their children, such as conversing about products at the store.
- **Shared Reading:** Parents who read books to their children and encourage their participation in the activity are favorably influencing the development of their children's literacy skills. Children's literacy abilities can be improved by encouraging parents to

practice parents and their kid's simultaneous book reading or by increasing the frequency of shared reading.

- **Parental Modeling and Teaching:** Parents serving as role models and actively teaching literacy-related skills to their children positively influence literacy development. Parental modeling and teaching provide children with examples and guidance in developing literacy skills.
- **Parental Knowledge and Involvement:** The study underlines the necessity of increasing parental participation and understanding in the growth of early literacy. This shows that promoting children's development of literacy skills requires active parental involvement and awareness.

The significance of the home environment, parental actions, and the role of parents in influencing children's literacy skills is highlighted by these implications. Parents can aid in their children's literacy development by creating a healthy home environment, encouraging oral communication, reading aloud to them together, and giving modeling and teaching opportunities.

6.2 Recommendations

Taking into account the results of this investigation, the following suggestions are offered. It is crucial to keep in mind that surveys, which were frequently employed in studies to gather data, can only record a certain amount of the interaction between a kid and their parent or caregiver. A single questionnaire cannot adequately capture a child's interactions with family members because they are always changing. The results of this study, however, point to a positive correlation between kindergarten students' literacy skills and home-related literacy activities. This suggests that literacy performance is improved by parental education, shared reading, and parental modeling. The development of students' literacy skills is intimately related to parental modeling and shared reading, in particular.

6.2.1 Recommendations for Parents

- **They have to Read for their children every day.**
- **They have to talk about books with their children.** Ask them questions about what they are reading and encourage them to share their thoughts and feelings about the book.
- **They have to take their children to the library.** The library is a great place for children to explore different types of books and to find books that they are interested in.
- **They have to encourage their children to write.** Provide them with paper, pencils, and other writing materials and let them write about anything they want.
- **They have to be model of good reading habits.** They must make sure that their children hear them discussing the books they are reading and seeing them read for enjoyment.

6.2.2 Recommendations for Schools

- **Provide professional development for teachers on how to promote literacy at home.** This might entail instruction on how to assist parents in reading to their children, how to discuss literature with children, and how to inspire children to write.
- **Create a welcoming and supportive environment for parents.** This can entail giving parents the chance to socialize, learn about literacy development, and exchange suggestions about how to raise successful children.
- **Collaborate with neighborhood organizations to offer parents resources and assistance.** This could include working with libraries, bookstores, and other community organizations to provide access to books, to offer literacy programs for parents, and to provide other support services.

We can assist each child in acquiring the reading abilities necessary for success in both school and in life by adhering to these suggestions.

According to (Holt, 2005), a person's access to social and physical resources can significantly affect their reading preferences and skills. This suggests that children from different environments may have different possibilities to learn to read and write. Teachers and administrators may level the playing field by offering tips on how to encourage reading at home

to struggling parents. Additionally, they can give parents access to tools and services like books, libraries, and other programs.

According to (Niklas, 2014), literacy interventions for families can enhance kindergarteners' reading development. This recommends that preschools should collaborate with parents to create detailed plans for assisting their children' at-home literacy skills. Activities like reading to children, discussing books, and co-writing could be part of these initiatives.

By keeping in touch with parents frequently and asking how their children are doing in school, educators should inspire them to support their children's education. Families should be encouraged to read aloud every night. You can read aloud to an adult, a sibling who is older, or even a pet. This study stresses how crucial it is to promote family reading by setting an example at home. Families should be made aware of the potential effects this may have on middle KG pupils. This is promising as it demonstrates that parents all over the world respect the worth of reading for their children, especially in the early years, and that socioeconomic position did not predict how many children's books parents could afford to buy for their children.

As a citizen and a nation, I believe that Gelan Education Office, Oromia Education Bureau, Ethiopia Ministry of Education, and all educational stakeholders have a responsibility to raise awareness among parents about the importance of having a variety of children's books in their homes. This can be done through mass media, social media, and other channels. Additionally, the government should work with NGOs to develop and implement programs that support parental involvement in early literacy learning.

The issue of parents' involvement in literacy practices at home in the research area is not fully addressed by this study. The researcher advises that thinkers look into the topic in greater detail and breadth. Teachers will be more equipped to assist early childhood education if they have access to more high-quality research (Tiffany, 2017).

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Image credits

Figure 1: Kalyca Schultz. “Zone of Proximal Development.”

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ANNEX 1

PART I: Home learning environment questionnaires.

The primary objective of the Home Learning Questionnaire (HLEQ) is to investigate the relationship between home experiences and the development of literacy skills in children. Through the HLEQ, we aim to gather crucial insights into various aspects of the home environment that impact literacy growth, such as oral communication, shared reading, parental modeling, and parental teaching. Additionally, the questionnaire will collect data on the demographic characteristics of families, allowing us to identify factors that may contribute to a weaker home literacy environment. By analyzing this data, we intend to provide insights into possible strategies that can enhance the home experience and positively influence the development of literacy skills in children.

I greatly appreciate for your willingness to take time to answer the following questions. Please give your frank and unreserved opinion. The information I get will be used for research purpose and be confidential.

Thank you in advance for your cooperation.

Families spend time together in a variety of ways. For each question, rate how often you and your child engage in each activity.

Running head: HOME LEARNING ENVIRONMENT

Activity						
	0- Never or N/A	1- Less than once a month	2- Once a month	3- Twice a month	4-Once or twice a week	5- Daily
1. The adults in our home enjoy reading						
2. Adults in our home read the newspaper and/or news magazines						
3. We read books, newspapers, and other materials in the presence of our child						
4. We look up how to do things in books, manuals, and magazines when we make things at home						
5. The adults in our home use reading to learn how to do things						
6. we read books and magazine found in our home						
7. The older family members share reading with younger children						
8. At bedtime we read to our child or they read to us						
9. We read children's books with our						

	0- Never or N/A	1- Less than once a month	2- Once a month	3- Twice a month	4-Once or twice a week	5- Daily
child						
10. We have favorite books that we read together with our child						
11. We encourage our child to explain name and meaning of pictures in books						
12.. We discuss with our child about the name of animals, plants, people and places in our environment						
13. We sing songs and say rhymes with our child.						
14. We encourage our child to explain how things work and how to do tasks						
15. When we go grocery shopping, our child helps find prices and items						
16.We talk to our child about how they feel about their teachers and schoolmates						
17. We teach our child new words						
18. We help our child learn letters, colors, and numbers						
19. We teach our child alphabets with songs and rhymes						
20. We help our child to have phonological awareness						

	0- Never or N/A	1- Less than once a month	2- Once a month	3- Twice a month	4-Once or twice a week	5- Daily
21. We help our child how to use pencils, markers, and crayons to write and draw						
22. We help our child to read books by his own						
23. We encourage our child to play with letters in home.						
24. We encourage our child to play puzzles and alphabets with computer/mobile						
25. Adult in our home encourage our child to write his name						

Please indicate the number of books your child owns:

0-24 ☐

25-50 ☐

51-74 ☐

75-100 or more ☐

Taylor (2000)

PART 2. Families demographic characteristics Questionnaires

PARENT INFORMATION

1. Relationship to your child:

☐ Mother ☐ Father ☐ Grandfather ☐ Grandmother

☐ Aunt ☐ Uncle ☐ Others _____

2. Highest level of education completed :

☐ Less than high school ☐ High school completed

☐ Diploma ☐ Degree

☐ Graduates degree (For example, MA, MSC, PhD, J.D, MD, etc...)

3. Monthly Income

☐ Less than 2250 ☐ 2259- 8900 ☐ 8900- 39,700 ☐ Above 39700

4. How often you read to your self?

☐ Daily ☐ Several time a week

☐ Weekly or less ☐ Occasionally ☐ not at all

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የትምህርት እና የባህርይ ሳይንስ ኮሌጅ
የድህረ ምረቃ ትምህርት ቤት
የቅድመ ልጅነት እንክብካቤ እና ትምህርት ማእከል

በወላጆች የሚሞላ መጠይቅ

ውድ ወላጆች የዚህ መጠይቅ ዋና ዓላማ እርሶ በተለያዩ መንገዶች ከልጅዎ ጋር አብረው ያሳልፋሉ ሰለዚህ እርስዎ እና ልጅዎ በእያንዳንዱ እንቅስቃሴ በቤቶ ውስጥ ውስጥ ምን ያህል ጊዜ እንደምታሳልፉ ደረጃ ይሰጡን ዘንድ ነው። እርስዎ የሚሰጡን ምላሽ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ አለው። እርስዎ የዚህ ጥናት አካል ሆነው ይህንን መረጃ በመስጠት የሚደርሱበዎት ምንም አይነት ስጋት ወይም ችግር የለም። የሚሰጡን መረጃ ለተጠቀሰው አላማ ብቻ የሚውል ሲሆን ወደ ፊትም በሚስጥር ተጠብቆ ይኖራል። ይሁን እንጂ የዚህ ጥናት አካል የመሆንዎ ያለመሆንዎ መብትዎ የተጠበቀ ሲሆን ሲሞሉ በመጠይቁ በትኛውም ገጽ ቢሆን ስም መፃፍ አያስፈልግም።

ስለ አደረጉልን ቀና ትብብር በቅድሚያ ምስጋናችንን እናቀርባለን!

እባኩትን ይህን መጠይቅ በጥንቃቄ እና በእውነተኛነት ይመሉት። በተሰጠው ሳጥን ውስጥ በአንዱ ቦታ ላይ እርሶን የሚወክለውን ላይ ምልክት ያድርጉበት፡-

ሀ. የቤተሰብና የልጆች የቤት ውስጥ ትምህርተዊ እንቅስቃሴ

ተግባር	0- በጭራሽ ወይም ምንም ጊዜ	1 - በወር ከአንድ ጊዜ ያነሰ	2 - በወር አንድ ጊዜ	3 - በወር ሁለት ጊዜ	4 - በሳምንት አንድ ጊዜ ወይም ሁለት ጊዜ	5- በየቀኑ
1. በቤታችን ያሉ አዋቂዎች ማንበብ ያስደስታቸዋል።	☐	☐	☐	☐	☐	☐
2. በቤታችን ያሉ አዋቂዎች ጋዜጣ ወይም የዜና መጽሔቶችን ያነባሉ።	☐	☐	☐	☐	☐	☐
3. በልጆችን ፊት መጽሃፎችን ጋዜጦችን እና ሌሎች ጽሁፎችን እናነባለን።	☐	☐	☐	☐	☐	☐
4. በቤት ውስጥ ነገሮችን በምንሰራበት ጊዜ ከመጽሃፍቶች፣ ከመመሪያዎች (ማኑዋል) እና ከመጽሔቶች ውስጥ እንዴት እንደሚሰራ ለማወቅ እንመለከታለን	☐	☐	☐	☐	☐	☐
5. በቤታችን ያሉ አዋቂዎች ነገሮችን እንዴት እንደሚሠሩ ለማወቅ ማንበብን ይጠቀማሉ።	☐	☐	☐	☐	☐	☐
6. በቤታችን ውስጥ ያሉትን መጽሃፎች እና መጽሔቶችን እናነባለን።	☐	☐	☐	☐	☐	☐
7. በቤታችን ያሉ ትልልቅ የቤተሰብ አባላት ከልጆችን ጋር አብረው ያነባሉ።	☐	☐	☐	☐	☐	☐

8. በመኝታ ሰዓት ለልጆችን እናነባለን ወይም ያነበልናል።	☐	☐	☐	☐	☐	☐
ተግባር	0- በጭራሽ ወይም ምንም ጊዜ	1 - በወር ከአንድ ጊዜ ያነሰ	2 - በወር አንድ ጊዜ	3 - በወር ሁለት ጊዜ	4 - በሳምንት አንድ ጊዜ ወይም ሁለት ጊዜ	5- በየቀኑ
9. ከልጆችን ጋር የልጆች መጽሃፎችን እናነባለን።	☐	☐	☐	☐	☐	☐
10. ከልጆችን ጋር አብረን የምናነባቸው ተወዳጅ መጽሃፎች አሉን።	☐	☐	☐	☐	☐	☐
11. ከልጆችን ጋር አብረን በመጽሃፍ ውስጥ ስለምናነበው ነገር እንነጋገራለን።	☐	☐	☐	☐	☐	☐
12. ከልጆችን ጋር በአካባቢያችን ውስጥ ስላሉ ሰዎች እና ቦታዎች እናወራለን።	☐	☐	☐	☐	☐	☐
13. ከልጆችን ጋር መዝሙሮችን እንዘምራለን እና ግጥም እንላለን።	☐	☐	☐	☐	☐	☐
14. ልጆችን ነገሮች እንዴት እንደሚሠሩ እና ተግባሮችን እርሱ/ሷ እንዴት እንደሚሠራ እንዲያብራራ እናበረታታለን።	☐	☐	☐	☐	☐	☐
15. ወደ ገበያ ለግብይት ስንሄድ ልጆችንን በገበያ ውስጥ ያሉትን የእቃዎች አይነት እና ስም እንዲያውቅ እንረዳለን።	☐	☐	☐	☐	☐	☐
16. ከልጆችን ጋር በትምህርት ቤት ስላለው ሁኔታ እንነጋገራለን።	☐	☐	☐	☐	☐	☐

17. ልጆችንን አዳዲስ ቃላትን እናስተምራለን።	☐	☐	☐	☐	☐	☐
ተግባር	0- በጭራሽ ወይም ምንም ጊዜ	1 - በወር ከአንድ ጊዜ ያነሰ	2 - በወር አንድ ጊዜ	3 - በወር ሁለት ጊዜ	4 - በሳምንት አንድ ጊዜ ወይም ሁለት ጊዜ	5- በየቀኑ
18. ልጆችንን ፊደሎችን፣ እና ቃላትን እንዲማር እንረዳለን።	☐	☐	☐	☐	☐	☐
19. ልጆችንን ፊደላትን በዘፈን እና በግጥም መልክ እናስተምራለን	☐	☐	☐	☐	☐	☐
20. ልጆችን የትምህርት ቤቱን የቤት ስራ እንዲሰራ እና እንዲያጠናቅቅ እናግዛለን።	☐	☐	☐	☐	☐	☐
21. ልጆችን ለመጻፍ እና ለመሳል እንዴት እርሳሶችን፣ ማርከሮችን እና ቀለሞችን እንደሚጠቀም እንረዳለን	☐	☐	☐	☐	☐	☐
22. ልጆችን ራሱን ችሎ መጽሐፍትን እንዲያነብ እንረዳለን።	☐	☐	☐	☐	☐	☐
23 ልጆችን እቤት ውስጥ በፊደላት እንዲጫወት እናደርጋለን።	☐	☐	☐	☐	☐	☐
24. ልጆችን በኮምፒውተር/ሞባይል አማካኝነት	☐	☐	☐	☐	☐	☐

የእንቅስቃሴ እና የፊደል ገምጃዎቻችን እንዲጫወት እናበረታታለን።						
25. ልጆችንን በቤታችን ውስጥ ያሉ አዋቂዎች ስሙን እንዲጽፍ ይረዱታል።						

እባኩትን ልጅዎ በቤት ውስጥ ያለውን የመጽሃፍቶች ብዛት ያመልክቱ

- ☐ 0-24
☐ 25-50
☐ 51-74
☐ 75-100 እና በላይ

Taylor (2000)

ለ የቤተሰብ መረጃ

1. እርሶ ከልጅዎ ጋር ያለዎት ግንኙነት፡

- () እናት () አባት () ወንድ አያት () ሴት አያት
() አክስት () አጎት () ሌላ ____

2. የእርሶ ከፍተኛውን የትምህርት ደረጃ ያጠናቀቁት፡

- () ከሁለተኛ ደረጃ ትምህርት ቤት ያነሰ () የሁለተኛ ደረጃ ትምህርት ቤት
() ዲፕሎማ () የዲግሪ
() የከፍተኛ ዲግሪ (ለምሳሌ : MA፣ MSC፣ PhD፣ J.D፣ MD፣ ወ.ዘ.ተ...)

3. የወር ገቢዎ

- () 2250 ያነሰ ብር () 2259- 8900 ብር
() 8900- 39,700 ብር () 39700 ብር በላይ

4.ምን ያህል ጊዜ ለራሶት ያነባሉ ?

() በየቀኑ

() በሳምንት ብዙ ጊዜ

() በሳምንት አንድ ወይም ያነሰ

() በኢጋጣሚ

() በፍጹም አላነብም

ስለ ትብብሮ እናመሰግናለን !!!

Addis Ababa University
College of Education and Behavioral Science
School of Graduate Studies
Center for Early Childhood Care and Education
IDELA

ANNEX 2

The objective of these IDELA is to gather relevant information about level of the student literacy skill performance or progress or the skills targeted by the assessment are Print awareness, Expressive vocabulary, Letter identification, Emergent writing, Initial sound discrimination, Listening comprehension.

BACKGROUND QUESTIONS

This information is to be completed **before** the assessment begins with the child. These questions should not be asked to the child. The specific items in this section can be decided on by each project team, but at minimum we recommend the following:

a) Assessor name or code	
b) ECD Center/Household ID	
c) Child ID	
d) Child's full name	
e) Child sex	
f) Child's age	
g) Date of Assessment	
h) Time at start	
i) Time at end of the assessment	

GREETING

Hello,

My name is _____. I work with the organization _____

We are here to learn about how children, like you, learn things and if they know how to play some games. We are going to play some games and do activities together. I will show you different games I have with me and will also ask you some questions about stories, pictures, numbers and other things. I will also ask you to show me how you do some things, like drawing. Some games may be easy for you to play and others may be harder. Don't worry if you cannot do some things. We just want you to try.

You can stop and take a break if you need to - just let me know. If you decide at any point that you'd like to stop, or that you don't want to do a particular activity, that's okay too.

Do you have any questions? Do you agree to do these activities with me?

ITEM1 ORAL VOCABULARY (EMERGENT LITERACY)

Materials: No Material

Now let's try a word game. Imagine you are going to the market and name some foods that you can buy from the market. Try to name as many things as you can think of.

Record the number of items the child lists until the child have listed 10 items. You can tally on the score sheet as the child enumerates the objects.

*When the child pauses for 5 seconds or more, PROMPT ONCE by saying, **can you think of any others?***

When the child cannot think of more items, move on to the next question and say:

Now, I want to know what animals you are familiar with. Tell me the names of some animals that you know. Try to name as many animals as you can think of and I will keep count again.

*When the child pauses for 5 seconds or more, PROMPT ONCE by saying, **can you think of any others?***

SCORING

	Number	Refused/ Skipped
Number of market items named (0-10)		999
Number of animals named (0-10)		999

ITEM2 PRINT AWARENESS (EMERGENT LITERACY)

Materials for Item: Age-appropriate book for 3–6-year-olds. The book should have both pictures and text on most pages.

Hand the book to the child upside down, with the cover facing up toward the child.

- a) **We are going to look at a book and I need your help. Show me how you would open it so we can read it.**

If the child has not opened to a page with picture and text, turn to a page in the story with pictures and text.

- b) **Now show me where I should start reading.**

if the child has not pointed to the first word on the page, point to the first word on that page and speak

- c) **If I start to read here, on the first word, show me with your finger where I would continue reading.**

Give the child a moment or two to look through the book if he/she wants before we move on to the next question.

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child opens the book appropriately (turns book so words or picture are no longer upside down)	1	0	999
b) Child points to text on the page (can be the full sentence, the first word, the whole text)	1	0	999
c) Child shows direction of text	1	0	999

ITEM3 LETTER IDENTIFICATION (EMERGENT LITERACY)

Materials: High frequency and medium frequency letter sheet adapted in country

We will play an alphabet game now. I will point to some letters and I want you to tell me what letters they are. It's OK if you don't know all of them. Just do your best.

Show the child a copy of the letter chart. Using another sheet of paper cover all rows of the table except Rows 1 so that it doesn't distract the children. Begin with the first letter in the first row, by pointing and asking the child

What letter is this?

Continue to show letter by letter, moving your finger across the row until you complete Rows 1 and 2. If the child gets stuck for more than 5 seconds, mark it as incorrect, point to the next letter and encourage the child to continue.

Continue to show the grid letter by letter, moving your finger across the row until you complete Rows 1 and 2. As the child identifies each number, mark with an X those identified incorrectly and circle those identified correctly.

Count all of the letter the child identified correctly in Rows 1 and 2. If the child has identified 3 or fewer letters correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to Rows 3 and 4 saying,

Nice work, let's look at a few more letters now. I wonder which ones you know.

Ask the child to continue identifying the letters as done in Rows 1 and 2 and continue marking answers on the score sheet.

E	T	A	N	I
O	S	H	R	D
L	C	U	M	F
G	W	B	Y	P

ITEM4 FIRST LETTER SOUNDS (EMERGENT LITERACY)

Now we will play a listening game. This one is about the sounds in words. The word “cat” starts with /c/ (Say the sound, not the letter name). /c/ is the first sound in cat. Now listen to the words I say and tell me which one starts with the same sound, the sound/c/ (Say the sound, not the letter name) star, ball, or cup?

*If the child gives an incorrect response, say: **cup starts with /c/ just like cat.***

Assessment:

Now we are going to continue playing this game. Are you ready?

Repeat the list of words ONCE per question if needed and mark child's response.

- a) **The word ‘Sun’ starts with /s/. Now listen to the words I say and tell me which one starts with the same sound /s/** Bird Doll Soup
- b) **Good. Now toy starts with /t/. Listen to the words I say and tell me which one starts with the same sound, the sound /t/** Game Tool Fish
- c) **Great! Now door /d/. Listen to the words I say and tell me which one starts with the same sound, the sound /d/** Dog Key Girl

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child identifies /s/ word pair	1	0	999
b) Child identifies /t/ word pair	1	0	999
c) Child identifies /d/ word pair	1	0	999

ITEM 5 EMERGENT WRITING (EMERGENT LITERACY)

Time Estimate: 2 minutes 

Materials: One blank page, pencil or pen

Now we're going to play and write. Try to write your name here in any way you know.

Don't worry if you can't do it well, just try your best.

Limit this section to 2 minutes from when the child begins writing. If the child does not write for a minute after your suggestion, stop and say,

We're going to move on to our next game now.

SCORING

	Number	Refused/ Skipped
a) Writing level (0-4)		No response

ITEM 6 ORAL COMPREHENSIONS (EMERGENT LITERACY)

Materials: Story below which can be adapted to the local context if needed.

Now I am going to tell you an interesting story. After I have told you the story, I will ask you some questions. Listen carefully, okay?

Read out the story slowly, clearly and fluently.

The Mouse and the Cat

Once upon a time there was a fat cat. He always wore a red hat. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse said to the cat, “Please don’t eat me, cat. If you spare my life I will return your hat.” So, after getting back his hat the cat said, “Please don’t touch my hat again” and he went back to sleep in a happy mood.

Now I am going to ask you some questions about the story.

Ask each question slowly and clearly. Each question may be repeated ONCE if needed.

- a) “Who stole the cat’s hat?”**
- b) “What color was the hat?”**
- c) "Why did the cat chase the mouse?"**
- d) “Where did the mouse get trapped?”**
- e) “Why did the cat decide not to eat the mouse?”**

While you administer this item observe how persistent/engaged the child is in trying to answer the questions, and score according to the scoring rubric.

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) “Who stole the cat’s hat?” (The mouse)	1	0	999
b) “What color was the hat?” (red)	1	0	999
c) "Why did the cat chase the mouse?" (Because the mouse took/stole its hat)	1	0	999
d) ” Where did the mouse get trapped?” (Under	1	0	999

the table)			
e) ” Why did the cat decide not to eat the mouse? ” (Because the mouse gave back the hat)	1	0	999
Persistence /Engagement			
a) Child stays concentrated on the task at hand; not easily distracted	1	0	999
b) Child is motivated to complete task; does not want to stop the task.	1	0	999

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና የባህርይ ሳይንስ ኮሌጅ

የድህረ ምረቃ ትምህርት ቤት

የቅድመ ልጅነት እንክብካቤ እና ትምህርት ማእከል

የ IDELA አላማ የተማሪውን ማንበብና መጻፍ ከህሎት አፈጻጸም ወይም ግስጋሴ ወይም በግምገማው የታለሙ ከህሎቶች የሕትመት ግንዛቤ፣ ገላጭ ቃላት፣ ፊደላት መለየት፣ ድንገተኛ ጽሁፍ፣ የመጀመሪያ ድምጽ መለየት፣ የማዳመጥ ግንዛቤ ናቸው።

የኋላ ጥያቄ

ግምገማው ከልጁ ጋር ከመጀመሩ በፊት ይህ መረጃ መጠናቀቅ አለበት። እነዚህ ጥያቄዎች ለልጁ ሊጠየቁ አይገባም። በዚህ ክፍል ውስጥ ያሉት ልዩ እቃዎች በእያንዳንዱ የፕሮጀክት ቡድን ሊወሰኑ ይችላሉ ግን ቢያንስ የሚከተሉትን እንመክራለን፡

ሀ. የገምጋሚ ስም ወይም ኮድ	
ለ. ቅድመ ሕጻናት ማእከል/የቤት መታወቂያ	
ሐ. የልጁ መታወቂያ	
መ. የልጁ ሙሉ ስም	
ሠ. የልጁ ጾታ	
ረ. የልጁ እድሜ	
ሰ. የግምገማው ቀን	
ሸ. መጀመሪያ ላይ ጊዜ	
ቀ. በግምገማው መጨረሻ ላይ ያለው ጊዜ	

ሰላምታ እና ስምምነት

ሰላም፡

ስሜ _____ ይባላል። የምስራብትም መስሪያ ቤት _____

እዚህ የመጣሁት እንደአንተ ያሉ ልጆች እንዴት ማንበብና መጻፍ እንደሚማሩ ለማወቅ ነው። ስለዚህ አብረን ጨዋታ እንጫወታለን እና ስራ እንሰራለን። የተለያዩ ጨዋታዎችን ከታሪኮች፣ ምስሎች፣ ቁጥሮች እና ሌሎች ነገሮች ጋር አሳይሃለሁ።

እንደ ስዕል ያሉ ነገሮችን እንዴት እንደሚሠሩ እንድታሳየኝ እጠይቃለሁ። አንዳንድ ጨዋታዎች ለአንተ ቀላል እና ሌሎች ደግሞ ከባድ ሊሆኑ ይችላሉ። ሁሉንም ነገር ማድረግ ካልቻልክ አይጨነቅ። መሞከርህ ብቻ በቂ ነው።

እነዚህን ጨዋታዎች ከእኔ ጋር መጫወት ወይም አለመጫወት ትችላለህ። ዛሬ መጫወት ካልፈለክ በክፍል ውስጥ ያለውን ውጤትህን አይጎዳውም። እንዲሁም በማንኛውም ጊዜ አቁመን እረፍት መውሰድ ትችላለህ።

ማንኛውም ጥያቄ አለህ? እነዚህን እንቅስቃሴዎች ከእኔ

ጋር ለማድረግ ተስማምተሃል?

	አው	አይደለም
a) ልጄ ተስማምቷል?		

ጥያቄ 1 የቃል ግንዛቤ፤ (ድንገተኛ ማንበብና መጻፍ)

ቁሳቁስ:- የለም

ሀ. አሁን የቃላት ጨዋታን እንጫወት። ወደ ሱቅ እየሄድክ እንደሆነ አድርገህ አስብ እና ሱቅ ሊገዙ የሚችሉ ምግቦችን ጥቀስ። የምትችለውን ያህል ብዙ ነገሮችን ለመጥቀስ ሞክር እና እኔ የምትጠራውን እቆጥራለሁ።

ለ. አሁን ደግሞ፤ አንተ የምታውቃቸውን እንስሳት ማወቅ እፈልጋለሁ። የምታውቃቸውን የእንስሳት ስም ንገረኝ። የምትችለውን ያህል ብዙ እንስሳትን ለመጥራት ሞክር እና እኔ እንደገና መቁጠሬን እቀጥላለሁ።

የተቆጠረው ነጥብ

	ቁጥር	እምቢተኛ/ ዝለል
a. የተሰየሙ ሱቅ እቃዎች ብዛት (0-10)		999
b. የተሰየሙ የእንስሳት ቁጥር (0-10)		999

ጥያቄ 2 የህትመት ግንዛቤ፤ (ድንገተኛ ማንበብና መጻፍ)

የመርጃ እቃዎች: ከ3-6 አመት ለሆኑ ህጻናት እድሜ ተስማሚ መጽሐፍ። መጽሐፉ በአብዛኛዎቹ ገጾች ላይ ስዕሎች እና ጽሑፎች አሉት።

ሽፋኑን ወደ ህጻኑ በማየሳየት ፤ መፅሃፉን ለልጄ ወደታች ያዙሩት።

ሀ) መጽሐፍን ለማየት እሄዳለሁ እና እርዳረዳኝ እጠይቀዋለሁ፡፡እንዳነበ እንዴት እንደምትከፍተው አሳየኝ?

ህጻኑ በምስል እና በጽሁፍ ወደ ገጽ የተከፈተ ካልሆነ፤ እኔ ታሪኩ ገጽ ውስጥ ወዳለው ወደ ስዕሎች እና ፅሁፍ በኩል እከፍትለታለሁ ።

ለ) አሁን የት ማንበብ እንደምጀምር አሳየኝ?

ህጻኑ በገጹ ላይ የመጀመሪያውን ቃል ካላመለከተ ፣ በዚያ ገጽ ላይ ያለውን የመጀመሪያውን ቃል እጠቁማለሁ እና እንዲህ እላለሁ፡-

ሐ) እዚህ ማንበብ ብጀምር በመጀመሪያው ቃል ላይ ማንበብ የምቀጥልበትን ቦታ በጣትህ አሳየኝ?

ወደ ቀጣዩ ጥያቄ ከመሄዳችን በፊት ህፃኑ ከፈለገ መጽሐፉን እንዲመለከት አንድ ወይም ሁለት ጊዜ እሰጠዋለሁ።

የተቆጠረው ነጥብ

	ትክክል	ትክክል አይደለም/አላውቅም።	እምቢ/ ተዘለለ
ሀ. ልጄ መጽሐፉን በትክክል ይከፍታል (ቃላቶች ወይም ሥዕሎች ከአሁን በኋላ ተገልብጠው እንዳይሆኑ መጽሐፉ ይለውጣል)			
ለ. ልጄ በገጹ ላይ ያለውን ጽሑፍ ይጠቁማል (ሙሉ ዓረፍተ ነገር, የመጀመሪያው ቃል, ሙሉ ጽሑፍ ሊሆን ይችላል)			
ሐ. ልጄ የጽሑፍ አቅጣጫ ያሳያል			

ጥያቄ .3 የቃል መለያ (ድንገተኛ ማንበብና መጻፍ)

ቁሳቁስ፡ የፊደል ገጣሪ ከመካከለኛ ድግግሞሽ እና ከከፍተኛ ድግግሞሽ የፊደል ወረቀት ጋር።

አሁን የ(ሀ፤ሁ) የፊደል ጫዋታ እንጫወታለን ፡፡አንዳንድ ፊደላትን እጠቁማለሁ እና ምን ፊደሎች እንደሆኑ እንድትነግረኝ እፈልጋለሁ፡፡ ሁሉንም ካላወቅኩ ምንም ችግር የለውም፡፡ የተቻለህን አድርግ፡፡

1. ይህ ምን ቃል ነው?

1 እና 2 ኛ ረድፎችን እስኪያጠናቅቁ ድረስ ጣቱን በፊደል ግብታው ማሳየቱን ይቀጥል፡፡ ህፃኑ ከ 5 ሰከንድ በላይ ከቆየ፣ ልክ እንዳልሆነ ምልክት ያድርጉበት፣ ወደሚቀጥለው ፊደል ያመልክቱ እና ልጁ እንዲቀጥል ያበረታቱት፡፡

2. ጥሩ ሥራ! አሁን ጥቂት ተጨማሪ ፊደሎችን እንይ፡፡ እኔ የሚገርመኝ የትኛውን እንደምታውቃቸው ነው፡፡

ሀ	ደ	ሂ	አ	ት
ለ	ቱ	ዘ	ሙ	ኘ
መ	ቼ	ፖ	ብ	ና
ሰ	ጊ	ኬ	ጫ	ጸ

የተቆጠረው ነጥብ

	ትክክል	ትክክል አይደለም/አላውቅም	እምቢ/ ተዘለለ
ረድፍ 1.			
ረድፍ 2.			

ጥያቄ 4. የመጀመሪያው ፊደላት ድምፆች (ድንገተኛ ማንበብና መጻፍ)

አሁን የማዳመጥ ጨዋታ እንጫወታለን፡፡ ይህ በቃላት ውስጥ ስለ ድምጾች ነው፡፡

“ውሃ” የሚለው ቃል የሚጀምረው በ/ው/ ነው ስለዚህ በውሃ ውስጥ /ው/ የመጀመሪያ ድምጽ ነው፡፡በዚሁ መሰረት አሁን ደግሞ ብዙ ቃላቶችን እነግርሃልው ከእነሱ ውስጥም ከ /ው/ ጋር ተመሳሳይ ድምጽ ያላቸውን ቃላት ለይልገኝ፡፡ (ድምጹን ተናገር, የፊደሉን ስም አይደለም). (ኮኮብ ፤ ዳቦ፤ ውሻ)?

ልጁ ትክክለኛውን መልስ ካልተናገረ እኔ ውሻ ነው ለክ እንደ ውሃ በ/ው/ የሚጀምረው እለዋለው፡፡

ግምገማ:

አሁን ደግሞ እንደዚህ አይነት ጨዋታ እንጫወታለን፡፡ ዝግጁ ነህ?

እንደአሰራላሂቱ ጥያቄዎቹን አንድ ጊዜ እደግምለታለው፤ የልጄንም ምላሽ እዘግባለው

ሀ. “ፀሀይ” የሚለው ቃል የሚጀምረው በ /ፀ/ ነው። አሁን ደግሞ የምነግርህን ቃላቶች አዳምጠኝ የትኛው ነው ከ/ፀ/ ጋር ተመሳሳይ ድምጽ ያለው? ወፍ ፀጉር ወንበር

ለ. ጥሩ፤ አሁን ደግሞ “ደብተር” የሚለው ቃል የሚጀምረው በ /ደ/ ነው። አሁን ደግሞ የምነግርህን ቃላቶች አዳምጠኝ የትኛው ነው ከ /ደ/ ጋር ተመሳሳይ ድምጽ ያለው? ጫዋታ ምግብ ደስታ

ሐ. በጣም ጥሩ! አሁን ደግሞ “አስተማሪ” የሚለው ቃል የሚጀምረው በ /አ/ ነው። አሁን ደግሞ የምነግርህን ቃላቶች አዳምጠኝ የትኛው ነው ከ /አ/ ጋር ተመሳሳይ ድምጽ ያለው? ድመት አማርኛ ቁልፍ

የተቆጠረው ነጥብ

	ትክክል	ትክክል አይደለም /አላውቅም/	እምቢ / ተዘለለ/
ልጁ ከ /ፀ/ ጋር ጥንድ ቃላትን የለየው			
ልጁ ከ /ደ/ ጋር ጥንድ ቃላትን የለየው			
ልጁ ከ /አ/ ጋር ጥንድ ቃላትን የለየው			

5. ድንገተኛ ጽሁፍ (ድንገተኛ ማንበብና መጻፍ)

የሚያስፈልገው ጊዜ: 2 ደቂቃዎች 

ቁሳቁስ: አንድ መጻፊያ ባዶ ወረቀት እና እርሳስ

አሁን ደግሞ ከአንት ጋር አጫወታልሁ እና እጽፋልው። አንተ በምታውቀው መንገድ እዚህ ጋር ስምህን ጻፍ። በደንብ ባትጽፈውም ችግር የለውም ብቻ ሞክር።

ለጁ መጻፍ ከጀመረ ጊዜ ጀምሮ 2 ደቂቃ እሰጠዋልው። እኔ ከነገርኩት በኋላ መጻፍ ካልጀመረ ፤ አስቀመጡ እንዲ እለዋልው ፡-

ወደሚቀጥለው ጨዋታ እንሄዳለን

1. የተቆጠረው ነጥብ

	ቁጥር	እምቢ / ተዘለለ /
ሀ. የመጻፍ ደረጃ (0-4)		ምንም ምላሽ

2. ጥያቄ 6. የቃል ግንዛቤ (ድንገተኛ ማንበብና መጻፍ)

ቁሳቁስ: የተረት መጻሃፍ

አሁን ደግሞ ደስየሚል ታሪክ እነግርሃልው። ታሪኩን ከነገርኩ በኋላ አንዳንድ ጥያቄዎችን እጠይቅሃለሁ። በደንብ አድምጠኝ አሺ?

ታሪኩን በዝግታ፣ በግልጽ፣ እና በትክክል አነበዋለሁ።

አይጥ እና ድመት

በድሮ ጊዜ አንድ ወፍራም ድመት ነበር። ሁልጊዜም ቀይ ኮፊያ ያደርግ ነበር። አንድ ቀን እንቅልፉን ተኝቶ ሳለ ትንሽ አይጥ በቀስታ መጥታ ቀይ ኮፊያውን ሰረቀችው። ከዕንቅልፉ ሲነቃ ኮፍያው እንደሌለ አየ በጣም ተናዶ አይጧ ላይ መዛት ጀመረ። ከትንሽ ጊዜ በኋላ አይጧ ጠረጴዛ ስር በነበረ ወጥመድ ተይዞ ምንም ማምለጫ መንገድ አጣች። አይጧ ለድመቱ እንዲህ አለችው “እባክህ አትብላኝ ህይወቴን ካተረፍክልኝኝ ኮፍያህን እመልሳለሁ።” ከዚያም ኮፍያው ከተመለሰለት በኋላ ድመቱም “እባክሽ በድጋሚ ኮፍያዬን እንዳትነኪ አላት” እናም ተመልሶ እንቅልፉን በደስታ ተኛ።

ኢያንዳንዱን ጥያቄዎች በርጋታ፣ በግልጽ እጠይቀዋልው። ኢያንዳንዱን ጥያቄዎች ካሰፈለገ ኮንዴ እድገምሊታልው

ሀ) “ማን ነው የድመቱን ኮፊያ የሰረቀው?”

ለ) “የኮፊያው ከለር ምን አይነት ነበር?”

ሐ) “ድመቱ ለምንድነው አይጧ ላይ የዛተባት?”

መ) “አይጧ የት ነበር በወጥመድ የተያዘችው?”

ሠ) “ድመቱ ለምንድነው አይጣን አልበላም ያለው?”

3. የተቆጠረ ነጥብ

	ትክክል	ትክክል አይደለም /አላውቅም/	እምቢ /ተዘለለ/
A. “ማን ነው የድመቱን ኮፊያ የሰረቀው?” (አይጣ)			
B. “የኮፊያው ከለር ምን አይነት ነበር?” (ቀይ)			
C. “ድመቱ ለምንድነው አይጣ ላይ የዛተባት?” (ኮፊያውን ሰረቀችው)			
D. “አይጣ የት ነበር በወጥመድ የተያዘችው?” (ጠረጴዛ ስር)			
E. “ድመቱ ለምንድነው አይጣን አልበላም ያለው?” (ኮፍያው ስለተመለሰለት)			
በጽናት/ የሰራው			
b) ተማሪው በጥሞና ትእዛዙን አይተገብር ነበር፤ በቀላሉ አይረበሽም ነበር።			
c) ተማሪው ትእዛዙን ለመፈጸም የተነቃቃ ነበር፤ መታዘዙን ማቆም አይፈልግም ነበር።			