

SYNTHETIC PHONICS MODULE TAILORED FOR RURAL AND AT-RISK PRESCHOOL READERS IN MALAYSIA: A NEEDS ANALYSIS

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Abstract

This qualitative study aimed to explore the necessity of designing a synthetic phonics module for rural Malaysian preschoolers who are at risk of reading illiteracy with a semi-structured interview and document analysis. A total of 10 professionals were interviewed while five documents were thematically analysed. The interview data were transcribed verbatim and thematically analysed under Braun and Clark's (2006) six-phase thematic analysis framework. Meanwhile, the aforementioned documents were evaluated through content-thematic analysis integrations. Resultantly, the primary content and objective of teaching reading emphasized phonics skills. The approaches constituted habitual actions of reading and play with a focus on sound, name, and letter-sound correspondence skills. The essentiality of parental engagement was also highlighted. On another note, the evaluation instruments should be developed with user manuals, instructions, scoring rubrics, and answer sheets and administered in a more conducive setting. Overall, the synthetic phonics module for rural and at-risk preschoolers should be developed with parental engagement.

Keywords: Learning Reading, Phonics Skill, Parental Involvement, Preschoolers

1. INTRODUCTION

As a process requiring specific patterns for its success (Brown, 2014), reading skills relies on mastery over the alphabet principle (Lieberman, Shankweiler & Lieberman, 1989; Nicholas, 2005). Specifically, English denotes an alphabetic language that necessitates the mastery of internal structures involving phonological (sound) and graphemic (letter name) awareness for language literacy. Such skills proved essential as the English language is written with symbols. Both phonological and graphemic awareness skills must be integrated for fluent reading to occur.

Reading must be supported with relevant interventions to ensure children's literacy skills (Morrow, 2001; Brown, 2014). Early intervention prevents children from being at-

risk and illiterate readers. Given the essentiality of preschool-stage reading skills for children's lifelong reading fluency following Morrow (2001) and Brown (2014), young children who are equipped with vital precursor reading skills (alphabet principle) could demonstrate high literacy. In this vein, learning reading primarily depends on the mastery of internal structures encompassing phonological (sound) awareness. Multiple scholars have affirmed the essentiality of this awareness to imbibe alphabetic languages resembling English (National Reading Panel, 2000; Tompkins, 2007; Bryne, 1998; Ehri & Roberts, 2006; Konza, 2006; Moats, 2000; McLachlan et al., 2013).

Following Brown (2014), reading implies a developmental process where most children adhere to a similar reading behaviour pattern and sequence in learning how to read:

phonics (the mapping skill of phoneme-grapheme) and word recognition. Parallel to Lieberman et al. (1989) and Nicholas (2005), the National Governors Association Center for Best Practices (NGA) and Council of Chief State School Officers (CCSSO) (2010) depicted similar patterns albeit with the incorporation of fluency skills. Several pivotal preschool-stage skills could be observed towards fluent reading, such as phonics (phoneme-grapheme mapping for the reading process). Adam (1990) and The Report of the Commission on Reading (1985) further justified reading to be easy with the phonics approach.

Uppstad and Tonnessen (2011) denoted phonics, which constitutes individual sounds and letters that must complement one another pre-word reading, to be essential to derive early reading skills to prevent at-risk readers or illiterates (McBride-Chang, 2004; Nicholas, 2005; Liberman et al., 1989) and the subsequent complexities in gaining English skills for reading fluency (McBride-Chang, 2004). English illiterates in Malaysia primarily encompass rural-area children (Hazita, 2016), who perceive the language as a foreign element that is solely utilised for academic reasons. Regrettably, literacy deteriorates owing to limited educational access and resources (Kartini, 2016). As such, the gap existing between Malaysian rural and urban areas in the national English examination result remains unbridged (Blueprint, 2013).

Malaysian preschool teachers encountered significant challenges and conflicts regarding the teaching of various English reading skills [Jemaah Nazirdan Jaminan Kualiti (JNJK), 2013; Prasad, Noreiny & Hamidah, 2016; Hazita, 2016; Mardziah, Mariani, Fonny & Jain, 2017; Tee & Mariani, 2018]. Based on a preliminary study, phonics implies the most intricate English language skill to be appropriately taught given the lack of knowledge and training. It was also deemed challenging to incorporate phonics into teaching English reading skills as this approach was not implemented in teaching Bahasa Malaysia (BM) reading skills.

The intricacies underpinning the phonics method and teachers' implementation challenges were emphasised in Prasad et al. (2019) given its novelty in Malaysian primary schools. The National Standard Preschool Curriculum (NSPC) developed by the Ministry of Education has undeniably bewildered teachers who are yet to implement this approach following the revised 2016 version given their lack of knowledge. Despite the urgent need to structure a reading (phonics) module for rural at-risk preschoolers, a needs assessment must be performed as the first fundamental step in any curriculum design pre-module development. Curriculum, module, or lesson development must comply with an instructional design (ID) model in the form of frameworks, such as (Merill, Drake & Lacy, 1996) ADDIE, ASSURE, Dick and Carey ID Model, and Kemp ID Model. Notably, ID models were initiated with the analysing step: the foundation underlying all module development phases albeit with different aims as follows: to determine the primary module objective and analyse sample needs (Juppri et al., 2016), assess the learners, evaluate the instructional goals, develop instructional analysis and learning purposes (Aldoobie, 2015), and analyse the target module learner and questions target (Nurshamela et al., 2015).

The needs analysing step could offer the curriculum or learning design task validity and pertinence (Brown, 1995). Brown (1995) also denoted needs analysis to be the systematic gathering and assessment of subjective and objective documents to depict and verify workable curriculum objectives that fulfil learners' language mastery in a specific establishment and influence the educational process. Although needs analysis denotes the most pivotal step in module development to ascertain the fulfilment of learners' specific requirements are fulfilled, the preliminary study highlighted the incompetence of NSPC in meeting rural and at-risk preschoolers' specified (English) learning needs. The current scenario of preschool-stage learning reading skills is rife with teaching and learning complexities experienced by both students and teachers. The current study aimed to perform a

needs analysis of the synthetic phonics module for rural and at-risk preschool readers given the notable theoretical and practical gap: rural and at-risk pre-school readers 'restricted or zero access to the synthetic module.

2. METHODOLOGY

2.1 Semi-structured Interviews

Two empirical approaches were used for data gathering in this qualitative study: semi-structured interview and document analysis. Patton (1980) explained that this interview type patterns interviewee responses for optimal thematic analysis and pre-determines the questions to be posed together with additional counterparts in deriving in-depth responses. A total of 10 preschool education experts (six rural-area preschool teachers, two Common European Framework Reference or CEFR experts, and two professionals from 'Bahagian Pembangunan Kurikulum or PBK). were interviewed in person or online. The individuals' responses were documented and transcribed verbatim for thematic analysis under Braun and Clark's six-phase framework: self-familiarisation with the data, initial code generation, theme identification, theme definition, and report write-up.

2.2 Document Analysis

Bowen (2009) implied document analysis to be a systematic (digital and physical) document review or evaluation protocol. Furthermore, Corbin and Strauss (2008) denoted that this analysis requires data assessment and interpretation to acquire a sound understanding of a significant research gap and gather subsequent outcomes for empirical knowledge development. A total of five printed documents were analyzed to derive the target outcomes: NSPC, Teacher's Kit, Year 1 textbook for Sekolah Kebangsaan, Phonics Handbook by Sue Lloyd, Jolly Phonics, and Phonological Awareness Literacy Screening (PALS): PreK and K. Bowen (2009) highlighted three document analysis steps based on the thematic-content analysis integration: skimming (superficial examination), reading (thorough

examination), and interpretation. Thematic analysis facilitates pattern-gathering for classification into themes and subsequent evaluation while the content counterpart enables knowledge categorization into themes and subthemes.

3. DATA ANALYSIS DISCUSSIONS

Data evaluation was performed to explore the needs for the objectives and contents of (i) teaching reading module, (ii) preschoolers' English proficiency, and (iii) teaching, learning, and (iv) assessing reading skills. The following subtopics and sub-subtopics duly elaborate on all four needs.

3.1 Interviews

3.1.1 Interviewing the Rural Preschool Teachers.

Six preschool teachers from the annexe preschool situated in the Kota Tinggi rural Felda areas were interviewed. The respondents had general or preschool teaching experiences from one to 22 years and held a Diploma or Degree in Early Childhood Education. Based on the study analysis, most rural-area preschoolers' low English fluency caused lesson retention difficulties and subsequent repetitions by teachers to facilitate children's learning.

Phonics is perceived as an optimal method in teaching reading under the revised NSPC and Teacher's Kit despite the lack of incorporation in local contexts due to insufficient knowledge and implementation difficulties. Alternatively, preschool teachers resorted to teaching letters of the alphabet with phonics through downloaded videos and audios, educational applications, three-dimensional pictures, books with audio and songs, and third-party teaching. This analysis also indicated routine drilling as the most common technique utilized by teachers to teach reading and develop their listening skills and level of grasp and memory retention.

The teachers also claimed the MOE assessment criteria to be impractical, highly demanding,

and unachievable by preschoolers following its failure to correspond to preschoolers competence. Notably, the shift to school-based evaluation facilitated teachers 'flexibility in preschoolers' performance assessment. The essentiality of parents 'engagement was also highlighted despite their minimal involvement in English lessons owing to low or no English proficiency. As such, parents must participate in their children's lessons for learning continuity and educational success.

3.1.2 Interviewing the Common European Framework Reference (CEFR) Experts

Essentially, CEFR denotes the primary reference used to refine the NSPC and Teacher's Kit. The CEFR professionals were interviewed given their expertise on the incorporation of CEFR into NSPC and Teacher's Kit. Interview sessions were conducted with the National CEFR trainer (Mr Shahrol) and instructor (Mr Ifitah) to identify effective preschool-level reading strategies, which could not be determined by the interviewed teachers. Resultantly, synthetic phonics with letter sound-name correspondence denotes the most optimal means of teaching reading in rural or urban regions. The trainer proposed 22 letter sounds (out of 44 counterparts) to teach reading among rural-area preschoolers as children at introductory-level reading did not necessarily grasp all 44 letter sounds as opposed to those in Years 1, 2, and 3. A CEFR facilitator-cum-rural area preschool teacher mentioned the intricacies of teaching multiple lessons in a relatively unfamiliar language (English), which could generate a stressful environment for both teachers and students. More play-oriented drilling routines were alternatively suggested with music or physical movements.

3.1.3 Interviewing The 'Bahagian Pembangunan Kurikulum' (BPK) Experts

Interviews were conducted with BPK experts (Mr Tajul, Assistant Director, Early Stem, Preschool Sector and Mrs Regina, Head of Humanity, Preschool Sector) to thoroughly examine successful preschool-level reading module development strategies. The experts

suggested observing language acquisition and learning models for systematic module development protocols. The NSPC should also be critically examined to analyze and comprehend the aim, objectives, strands, and strategies that need to be delivered and employed. A sound understanding of the NSPC content could facilitate researchers to structure a relevant module that could be implemented by module delivery instructors (preschool teachers).

The experts also emphasised the integration of the communication strand (English component) into the CEFR at the pre-A1 level. It is deemed vital to examine this specific section for preschoolers' optimal skills mastery according to their level as the intended module pertained to English reading. As the most appropriate model in teaching preschool-stage English skills, Teacher's Kit should also be analysed to perceive how the Encounter Engage Exploit (EEE) model approached teaching English. Assessment-wise, the experts recommended play-based activities for preschoolers as a performance analysis method rather than formal evaluation given the irrelevance of determining children's academic performance without language mastery.

3.2 Document Analysis

3.2.1 Document Analysis of NSPC

As the primary reference for the preschool teachers, NSPC is an essential document to be analysed to ensure module development in compliance with MOE standards with English learning positioned under the communication stand. This strand was examined with emphasis on the teaching reading aim, objectives, and strategies at 4+ and 5+ years old. Teaching reading was placed under BI 2.0 - 2.4 content standard while phonics learning was positioned under the 2.2 content standard (applying letter sounds for word recognition). This content standard is novel to NSPC given its incorporation post-2016 revision. Notably, this content standard was implemented in 2017.

The BI 2.2 content standard encompassed seven learning standards: BI 2.2.1

(recognise letters of the alphabet by shape and name); BI 2.2.2 (recognise small letters of the alphabet); BI 2.2.3 (recognise capital letters of the alphabet); BI 2.2.4 (name letters of the alphabet); BI 2.2.5 (recognise and sound out letters of the alphabet); BI 2.2.6 (recognise and sound out initial, medial, and ending sounds in a word); BI 2.2.7 (blend phonemes or sounds to form single-syllable words). The document also presented the proposed words based on family words or rimes (basic phonics) of 'at, ap, an, am, ag, ad, et, en, ed, eg, ot, op, od, og, in, ip, it, ig, ut, un, um, ack, ick, ock, ill, and ell'.

The NSPC-developed assessment standard emphasised five items, including reading with two items for reading assessment: BI 3 and BI 4. The BI 3 would first assess the reading single-syllable words skill (BI 2.2) using three mastery levels (1 to 3). Level 1 implies recognising letters of the alphabet level 2 denotes recognising and sounding out letters of the alphabet, and level 3 indicates accurately reading single-syllable words. Meanwhile, BI 4 served to evaluate the reading phrases and sentences skill (BI 2.3) with three mastery levels (1 to 3). Level 1 implies the ability to read words, level 2 denotes the ability to read words and phrases with understanding, and level 3 indicates the ability to read simple sentences with understanding.

3.2.2 Document Analysis of the Teacher's Kit

The Teacher's Kit is the extended version of NSPC which thoroughly explains the preschool English language component. This document encompassed English skills content and learning standards parallel to NSPC. Specific sections were identified in the preschool English language syllabus with detailed syllabus tailored for 4+ and 5+-year-old students. The syllabus constituted elements associated with topics, active and passive language, nursery rhyme, chants, or songs, target lexical items, and recommended story books. The syllabus for 5+-year-olds encompassed additional teacher-included topics.

Teachers must also refer to the lesson plan or scheme of work for 4+ and 5+-year-

olds pre-teaching. The scheme involved topics, lessons, and main skill(s) to be emphasised while the scheme of work denotes content and learning standard(s), learning outlines, materials or references, differentiation strategies, and space for teacher notes or remarks. Various topics need to be taught in the syllabus. A total of eight topics (introduction, my weather, my colours, my classroom, my family, my face, my body, and my toys) were identified for 4+-year-old children with each topic constituting seven to eight. Meanwhile, eight topics (introduction, my school, my world domestic animals, my food, my fruits, my clothes, my world wild animals, and my world Malaysia) were identified for 5+-year-old children with every topic encompassing six to eight lessons.

The final scheme of work section involves teacher support materials with in-depth justifications on the scheme of words. Elaborations were made on the overview of the word scheme and documentation list, games and game-like activities, the EEE model, remembering activities, routines, songs, rhymes, and chants, stories and storytelling, early literacy development, visual, auditory, and kinaesthetic learning, current English timeline and reflections, differentiation activities, and appendix (the examples of the timeline images).

3.2.3 Document Analysis of Year 1 English Textbook for Sekolah Kebangsaan

The Year 1 English Textbook for Sekolah Kebangsaan was assessed to explore the textbook lessons to be learned by Year 1 preschoolers from 2017. The analysis depicted how the Year 1 English lesson was established. It is deemed pivotal for the researcher to ensure the preschool lesson alignment with future teachings. For example, preschoolers would struggle to read upon enrolling in Year 1 if the module proved too low and experience boredom when learning reading with a highly advanced counterpart. This textbook encompassed 24 units: sound everywhere, greetings, my day in school, around the school, road safety, Nabil's family, be clean, what should I wear?, things around us, my pet, my beautiful garden, the sun

and the wild, fun in the park, know your numbers, what's the time, days of the week, months in a year, spend smartly, let us do this together, good habits, my hobby, our flag, when I grow up, and the crow and the gold coins. The textbook analysis highlighted several pertinent implications. First, phonics learning was only emphasised at the

introduction level in Year 1. With phonemic awareness as the first skill to be presented. Table 1 presents 43 phonemes to be learned unit-wisely with most (22 out of 24) units developed for phonemic awareness skills. The phonemes were arranged parallel to their respective unit.

Table 1 Arrangement of Phonemes and Graphemes based on Unit

Unit	Phonemes & graphemes	Unit	Phonemes & graphemes	Unit	Phonemes & graphemes
1	surrounding sounds (outside & inside the house)	11	h & b	20	ai & ee
3	s & a	12	f & ff	21	igh & oa
4	p & t	13	l & ll	22	oo & ar
5	n & i	14	j & v	23	or & ur
6	d & m	15	w & x	24	ow & oi
7	g & o	16	z & y		
8	c & k	17	qu		
9	ck & e	18	ch & sh		
10	u & v	19	th & ng		

3.2.4 Document Analysis of The Phonics Handbook by Sue Lloyd: Jolly Phonics

Sue Lloyd's Jolly Phonics, a two-part systematic manual to teach reading with synthetic phonics, was analysed given its extensive utilisation on a global scale. Part 1 constitutes the introduction with five chapters. Chapter 1 entails learning letter sounds, Chapter 2 concerns learning letter formation, Chapter 3 outlines reading (blending), Chapter 4 denotes determining the sounds in words, and Chapter 5 encompasses tricky words. Meanwhile, all the photocopied materials were attached in Part 2. This book provides a timetable for the first term with Jolly Phonics, which includes weekly-planned teaching needs, letter recognition, letter formation, and blending, identifying sounds in words, and tricky words. Such planning enables preschool teachers to have a holistic comprehension of what and how to teach. The most pivotal element explored by the researcher was letter arrangement entailing seven

groups: (i) s, a, t, i, p, n; (ii) c, k, e, h, r, m, d; (iii) g, o, u, l, f, b; (iv) ai, j, oa, ie, ee, or; (v) z, w, ng, v, little oo, long oo; (vi) y, x, ch, sh, voiced th, unvoiced th; (vii) qu, ou, oi, ue, er, ar. An eight-week duration was proposed to teach all the classified letter sounds with most children being able to learn five new sounds weekly.

Notably, 39 flashcards with each characterising a letter sound were provided in the first part: learning letter sounds. The letter sounds were depicted in action with play-based and meaningful methods. A six-part sound sheet (capital and small letter graphemes or symbols; letter sound acted by body parts; explanation on the action demonstrated by body part; five words beginning with the letter sound; a clear picture of the letter sound indicator; writing exercise with dotted lines) was also created and included in this part. The aforementioned sound sheets or exercises sheets were created by incorporating parental engagement. Children were required to bring them home and show

their parents post-completion. As such, parents could observe children's progress and engage with their educational activities. A total of 42 flashcard sheets with only one letter on each was also created for children's usage upon learning the letter sounds from the sound sheets and effectively recognising the sounds beforehand. Such fluency enables children to generate the letter sound when presented with a letter on a flashcard.

The second part constituted several materials, such as a sound book sheet (a small book with letters on each page) to learn blending. Every child would receive one book. The letters were printed twice on each sheet to play the 'Pairs' and practice the sounds daily with classmates or parents. Specifically, the aforementioned game could be practised at home with parents through the word-reading activity where children need to arrange the provided letter sheets for subsequent blending and reading. Another activity on building words requires children to listen to the generated letter sounds, select the letter sheets that produce the sound, and sequence them accurately. The letter sheets were then blended and read to determine the correct sequence with parental guidance. Word box sheets were provided once children have mastered letter sound recognition, blending, and word reading as only children with complete skills mastery are inclined to read frequently. The sheets could be brought home for further reading practice.

3.2.5 Document Analysis of The Phonological Awareness Literacy Screening (PALS)

Essentially, PALS denotes a diagnostic instrument to identify students with reading skills below the grade-level target who require further intervention. This tool also offers explicit information on children's literacy fundamentals to facilitate educators' and children's teaching and learning requirements. As one of the crucial documents to be analysed, PALS demonstrates high reliability and construct, predictive, and concurrent validity as it has been extensively piloted several times. Evidently, PALS implies an effective diagnostic instrument for

reading screening with a comprehensive reading test. Although PALS constitutes three instruments for Phonological Awareness Literacy Screening (PALS-PreK, PALS-K, and PALS Plus) from grades 1 to 8, only two were analysed based on module relevance. The following subsections elaborate on the two analysed instruments.

3.2.6 Document Analysis of PAL-PreK

Notably, PALS-K proves appropriate for four-year-old children who perform below grade level in essential literacy fundamentals and are at-risk of reading illiteracy. This diagnosis proves necessary to provide relevant stakeholders with additional reading interventions. The tasks are either administered in small groups of five or fewer students or individually for complete diagnosis coverage. The PAL-PreK entails six tasks to be administered thrice (fall, mid-year, and spring) for four-year-old preschoolers. The tasks were untimed and administered individually as follows: name-writing where the child is asked to draw a self-portrait and write one's own name; alphabet knowledge where the child is asked to name the 26 randomly-presented upper-case letters of the alphabet; the beginning sound awareness where the child states the name of a picture and is asked to generate the beginning sound for every target word; print and word awareness where the child is asked to indicate multiple text components in a familiar rhyme printed in book format; rhyme awareness where students are asked to identify a picture (from three target counterparts) that rhymes with the fourth target picture; nursery rhyme awareness where the teacher recites lines from nursery rhymes and stops before the end to prompt the child to supply the final rhyming word.

3.2.7 Document Analysis of PALS-K

The PALS-K denotes a diagnostic instrument with the following attributes: an optional task and six necessary counterparts; 10 items for rhyme awareness where children are asked to determine a picture (from three counterparts) that rhymes with the target picture; 10 items for beginning sound awareness

where children are asked to ascertain pictures (from three counterparts) with the same beginning sound as the targeted picture; alphabet knowledge where children are asked to name the 26 lower-case letters; letter sounds where children are asked to sound out the 23 upper-case letters and three diagraphs (ch, sh, and th); spelling where children are asked to spell five consonant-vowel-consonant words for phonetic substitutions; word concept that is assessed with a picture sheet of the rhyme to indicate and determine a word in the context of a small book format and word list; word recognition in isolation (optional) where children are asked to identify a list of words at pre-primer, primer, and first-grade levels.

4. DISCUSSION AND CONCLUSION

The performed analysis revealed all the aforementioned outcomes. Table 2 presents summary of the results.

Table 2 *Summary of the Findings*

Needs	Findings
Objectives and content	<ul style="list-style-type: none"> - Focus on phonics in the following order: letter sound, letter name, and letter sound-name correspondence - Only 22 - 23 letter sounds - Letter arrangement (single to diphthongs and rimes or family words)
Preschoolers' English proficiency	<ul style="list-style-type: none"> - Very low to low
Teaching reading	<ul style="list-style-type: none"> - Approach: Synthetic phonics - Strategies: routine and play-oriented drilling, games, plays, and parental involvement - Materials: flashcards, sound sheets, educational application, three-dimensional pictures, books with audio, songs, flashcards with words, sound book sheets, word box sheets, downloaded videos and audios, and picture books.
Assessment	<ul style="list-style-type: none"> - School-based (more versatile) - Aged-based - More relaxing - Focus on specific reading skills (reading single-syllable skills).

Table 2 summarizes the findings based on the four target needs. Regarding the module objectives and content, emphasis must be on phonics learning in the following order: letter sound, letter name, and letter-sound correspondence parallel to Liberman et al.'s (1989) and Nicholas's (2005) alphabet principle. Specific letter sounds required focus as only 22 to 23 letter sounds were proposed for inclusion. It was also deemed appropriate to teach only five letter sounds (as a whole) per week following Wolf (2015). Concerning preschoolers' English language proficiency, rural-area preschoolers reflected very low to low English proficiency in line with past research (Norazman et al., 2005; Jacob & Ludwig, 2009; Blueprint, 2013; Cheng & Wu, 2017).

In terms of teaching reading, synthetic phonics implied the most effective approach with emphasis on teaching letter sound (pre-letter name) and the letter sound-name correspondence. Prasad et al. (2016) affirmed this approach to be efficient for English-reading in Malaysian primary schools. Several teaching strategies, including routine play-oriented drilling through games, were also identified as a successful learning strategy (Ramlah et al., 2016). Sluss (2005) proposed the development of attractive and rule-based games that promote optimal learning. Lastly, parental engagement in class and at home proved to be a crucial strategy in line with Hoover-Dempsey et al. (2005), Epstein (1987), and Bandura (1979) where parents function as vital agents of success for children's learning. Multiple materials to teach reading, such as flashcards, sound sheets, sound book sheets, books with audio, songs, flashcards with words, word box sheets, downloaded videos and audios, educational applications, three-dimensional pictures, and picture books were deemed effective.

Regarding preschoolers' reading performance assessment, performance must focus on specific reading skills, such as reading single-syllable words and be administered in a conducive, play-oriented, and school-based environment for teachers to develop an adequate, flexible, and age-appropriate tool for

preschoolers' reading competence. Summarily, the study analysis presented specific objectives and content, and rural preschoolers' English-reading proficiency and assessment.

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