

**Effects of Early Literacy Parent  
Training on  
Children's Decoding Skills**  
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This article is based on a study by Santos (2015), which investigated the effectiveness in a *Gawad Kalinga* community of the "Guro Ko, Kapamilya Ko" Reading Program, a parent training on teaching beginning reading to their own children. It studied the effects and impacts that the parent training had on their children's decoding skills.

Results of the study showed that there was a significant improvement in the children's reading skills in terms of decoding, as reflected in the pre- and posttest results. Through the findings presented in this article, it is realized that a reading program implemented by parents to their own children is an effective means to literacy development.

### Introduction

The Philippines is one of the poorest countries in the world, with 25.5% of the population living below the national poverty line (ADB, 2017). In the article of Mercene (2012) entitled “Merry-Go-Round: Filipino Literacy,” he states that around 15.5 percent of the people subsist as extreme poor on less than 32 pesos a day. He further points to illiteracy as a leading factor influencing and aggravating this problem of poverty. The importance of literacy in breaking the cycle of underachievement and poverty in the Philippines is highlighted in a 2012 study, “A Conceptual Model of Early Literacy in Low-Income Urban Families.” It says that “literacy is empowering people. It is a safeguard against unscrupulous people victimizing the uneducated. It is a way out of poverty” (Alcantara, 2012, p.104).

*Gawad Kalinga* Development Foundation Incorporated (GK) is a nongovernment organization that aims to build better communities in the hope of alleviating poverty among Filipinos. One of its programs is the *Sibol* Preschool Program, which aims to address the literacy development of children from three to six years of age. This effort includes beginning reading instruction to children in the community (gk1world, n.d.). Beginning reading refers to the beginning stages of learning to read words and giving meaning to what they read (Temple et al., 2014).

Different studies have underscored the benefits of involving the family in the literacy development of children. Majority of a child’s day is spent at home, thus, it is the most influential environment in a child’s life. Hence, if the environment encourages reading different literary materials, writing and composing stories, and other activities that promote literacy, then a child is more likely to enjoy and want to read and write (Ortiz and Ordoñez-Jasis, 2005). When children develop positive attitudes toward reading, they are more likely to perform better in school (Wigfield & Guthrie, 2013).

The succeeding section discusses literacy development among children and its different domains, particularly decoding. It also delves into the effectiveness of family literacy programs in developing reading skills of children.

### Literacy Development in Young Children

Alcantara (2012) was able to identify in her research, where ten low-income families were interviewed and observed, that the most common perception of literacy is that it is the ability to read and write, it is taught through a process, and that it has considerable value to the Filipino families who participated in her study. Literacy and teaching children to read are important in a child’s development. Reading gives children access to knowledge from print, which they can use to make sense of things around them. Reading enhances children’s reasoning skills, awareness of language, self concept, and their ability to formulate questions and learn more about things in their environment. Reading is also associated with better health and better income (Temple et al., 2014). When it comes to reading development, Jeanne Chall proposed five stages that children go through—Stage 0: Pre-Reading; Stage 1: Initial Reading; Stage 2: Confirmation, Fluency, Ungluing from Print; Stage 3: Reading for Learning the New; Stage 4: Multiple Viewpoints; and Stage 5: Construction and Reconstruction—A Worldview (Farral, 2012).

Fourteen Domains of Literacy are used in the Philippine’s K to 12 Language Curriculum (DepEd, 2010). These domains aid in the holistic literacy development of children: (1) oral language, (2) phonological awareness, (3) book and print orientation, (4) alphabet knowledge, (5) word recognition, (6) handwriting, (7) spelling, (8) fluency, (9) grammar awareness, (10) composing, (11) vocabulary development, (12) listening and reading comprehension, (13) study skills, and (14) positive attitude toward language, literacy, and literature (DepEd, 2010). Figure 1 shows the K to 12 Language Curriculum’s Domains in Literacy Development.

In this study, one of the fourteen domains was investigated. This domain is discussed in the succeeding section.

### Decoding

Decoding refers to the ability to accurately pronounce words in ways that are consistent with letter-sound correspondences of the language alphabet (Combs, 2010). Readers must understand

**Table 1.**  
K to 12 Language Curriculum’s Domains in Literacy Development (DepEd, 2010)

<i>Prerequisites for learning</i>	1. Positive attitude toward language, literature, and literacy	8. Spelling
	2. Oral language (in the language of literacy)	9. Fluency
	3. Book and print orientation	10. Grammar awareness
	4. Phonological awareness	11. Composing
	5. Alphabet knowledge	12. Vocabulary development
	6. Word recognition	13. Listening and reading comprehension
	7. Handwriting	14. Study skills

that sounds can be represented by symbols. A more complex level of understanding is knowing that these symbols can be strung together to form word and that these words have meanings (Heroman & Jones, 2004).

When children become familiar with most letter-sound correspondences, they can now attempt to blend those letters together to form words. Even though children can identify each sound in a word one by one, they must be able to blend those together to form meaningful words. Children who have not had practice blending letters and sounds together are likely to have decoding difficulties. Children can be taught to use phonics analysis when decoding. It is when they use their knowledge of sound-symbol correspondences to decode words when reading. For multi-syllabic words, children can break words into syllables and emphasize particular syllables to pronounce words correctly (Tompkins et al., 2014). Being able to decode words with automaticity is essential in reading because the difficulty in pronouncing words affects comprehension of the text (Temple et al., 2014).

Educators give various recommendations to help children develop decoding skills. According to them, decoding should be taught as part of a balanced program. It should not be taught just for the purpose of being able to decode. Children learn best when concepts are introduced through meaningful activities. The reading-writing connection should also be emphasized in children. Children can write and decode words better when they know that what can be read can be written and what can be written can be read. Writing

activities can also help in decoding. When children spell, they should be asked to read what they have written (Tompkins et al., 2014). Assessment of decoding skills needs to be administered individually. This will enable the teacher or tutor to properly hear the child read words (Temple et al., 2014).

Approaches to Reading Instruction

*Catch Them Early Reading Program*

Dr. Natividad Santos (1995) developed the Catch Them Early Reading Program (CTE) to target reading skills of children, which include the domains recommended by the K to 12 Language Curriculum. The CTE program includes assessment tools, instructional materials, and instructions on the tutorial sessions. The aim of the program is to address the difficulties of the Filipino child-at-risk and develop his “phonemic awareness, strategies of word recognition, oral reading fluency, and eventually the ability to read independently and monitor his own reading” (p.12). Parts of the approach are story reading and word attack activities. The CTE tutorial sessions are administered individually through intensive one-on-one reading sessions.

Another program for reading development, READERS Reading Program or Restructured Approach in Developing Early Reading Skills, which was based on CTE, incorporates the same strategies in teaching reading, but with additional pre-reading activities and comprehension features (Digo, 2012).

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#### *Marungko Approach*

Nooraihan Ali and Josefina Urbano developed the Marungko Approach in 1967 to specifically teach beginning reading initially in Tagalog. They co-wrote a book entitled *Bumasa Tayo at Sumulat* to teach the sounds of the letters in the Tagalog alphabet and how to blend them together to form words and ideas. The approach has been modified and developed through the years depending on the experiences and needs of the learners. Although its principles are still valued, letter names and uppercase letters are now included in the process of teaching reading using the Marungko Approach. The modified Marungko Approach has five levels, namely (1) experiencing the letters of the Filipino alphabet, 2) blending the letters to make words, 3) introducing the different articles and simple linking verbs and conjunctions, 4) reading and forming phrases and sentences using known words, and 5) combining sentences to make simple stories. The alphabet sequence begins with the letters m, s, and a, which are the most used in the Filipino language and are first mimicked by children. The last letters are v, x, and z. The following modified sequence from Mendigo (2004) as cited in Digo (2012) is more frequently used in the Marungko Approach today:

m s a i o b e u t k l y n g ng p r d h w c f j  
ñ q v x z .

#### Family Literacy

The family has a vital role in developing positive attitudes toward reading, as well as improving the reading skills of children. Family literacy programs are programs that include the learners' family relationships and engagement in family literacy practices (Nutbrown et al., 2005). In order to have an effective family literacy program, a lot of aspects need to be considered. One of these is the differences in the cultural ways of individuals, families, and communities. Ortiz and Ordoñez-Jasis (2005) state that it is imperative that literacy programs recognize not only the different literacies that exist within families, but also in the communities and cultures of which they are a part. The culture of the community should be taken into account when developing a curriculum. The closer

the lessons are to one's culture, the better they are received and learned. This is essential because what readers perceive from a text is shaped by their sociocultural context (Bumanglag, 2011).

#### Parent Involvement on Literacy Development

Family literacy experts often state that parents are their children's first and most important teachers (Padak & Rasinski, 2008). Research has shown that involving the learner's family helps in increasing reading achievement (Senechal, 2008). Alcantara (2012) also listed roles of family members in the literacy development of children as a teacher, motivator, facilitator, demonstrator, assessor/evaluator, resource person, and role model. She adds that in order to facilitate learning, parents should engage children in meaningful conversation and provide ample opportunities for exploration. According to Alcantara (2012), parents have high aspirations for their children's literacy development but are hindered by several concerns, such as lack of literacy materials, lack of time to teach, and lack of knowledge and skills on what and how to teach in the homes. Some parents even teach their children how to "read" words by asking the children to repeat the words after them (Ticzon, 2011). Thus, more knowledge and training are needed to maximize parents' potential as reading teachers of their children.

#### Parent Training for Literacy Development

In order for parents to teach their own children to read, effective parent training is crucial. One of the fundamental knowledge required of parents is knowing what constitutes as milestones in learning how to read (Nutbrown et al., 2005). Some topics that are essential in training tutors for literacy programs are characteristics of children, lessons on management, specific knowledge and skills in working with tutees, basic background information of the program, the tutees, expectations of tutors, and the program in charge. Developing the motivation and values of the tutors is also essential in the effectiveness of a training program (Gilbert, 2000, as cited in Digo, 2012). In her study, Digo (2012) implemented a cross-age tutoring program to an underprivileged community. A quasi-experimental one group pretest-posttest design

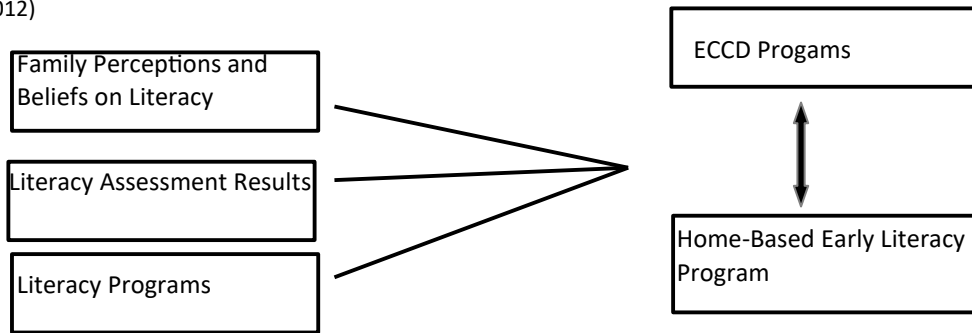
was utilized in the study. The tutors for reading remediation were teenagers, who were trained to teach reading to struggling readers. There were eleven tutees, grades 1 – 3, and nine volunteer teen tutors. An initial training was done prior to the reading sessions with children and weekly trainings were done to facilitate continuous learning. The reading sessions continued for three to four months.

Figure 2 shows Alcantara’s proposed framework for a home-based early literacy program for low-income urban families.

Alcantara (2012) states that there are several factors to consider in developing a home-based literacy program. Each program to be developed should be dependent upon the culture and needs of the community where it will be implemented. First, the families’ perceptions and beliefs about literacy should be considered. It is important to note what literacy activities the families involved are already practicing. Second, the literacy skills of participating individuals in the program should also be assessed to address the needs of the community where the program will be

**Figure 1**

Proposed Framework for a “Home-Based Early Literacy Program for Low-Income Urban Families” (Alcantara, 2012)



implemented. Third, the existing literacy programs should be reviewed in order to develop the most efficient and effective program that will suit the community. In addition, for the program to be most effective, existing early childhood care and development programs by government and nongovernment institutions should be considered in support of the same goals in literacy development of children in communities.

According to Nutbrown et al. (2005), most parents are intrinsically motivated to be involved in their children’s development because it is one reason for becoming a parent in the first place. Psychologists point to two variables in assessing people’s motivation. First is whether a person expects success. People will be more motivated to engage in activities if they think that they can do well. Second is the value people place on success. If someone values success on a particular activity, he

or she will work harder to achieve it. Both self assessment and value affect motivation of people on doing tasks (Rasinski et al., 2010). This includes teaching to read. When parents believe themselves capable to teach reading to their own children and they place great value on the success of their endeavor, they will be more motivated to read.

Most Filipino parents believe that they play a major role in the education of their own children. Carreon (2009) interviewed Filipino families and based on her research, she posits that Filipino fathers and mothers believe that they play a big role in the education of their children. A number of the mother participants in the research even shared that they conducted reading sessions with their children during pregnancy. The study also suggests that economic status is directly associated with teaching practices, in that the higher the family’s financial capacity, the more they have

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teaching practices. Studies suggest that socioeconomic status and parents' educational attainment are strongly related to involvement in their children's learning. The poorer parents are, the less likely they will spend time with their children (Katz et al., 2007). Thus, children from low-income families generally do not get enough care and sustenance to develop their full potential. Families who live in poverty do not have the income to support adequate health care, housing, food, clothing and educational services (Morrison, 2011). Studies show that among all children, those that are most at risk of failure in school are children from low-income families (Machado, 2016).

#### Aim of the Research

This research investigated the effectiveness of a parent training on early literacy on children's decoding skills.

#### Sample

The sample consisted of eleven children ages five to seven, three of which were boys and eight were girls. All of them resided in a *Gawad Kalinga* village in Quezon City.

Purposive sampling was used in selecting the participants to ensure that all of them did not have any formal schooling experience yet and there would be parents or guardians who would be willing to undergo the training and implement the early literacy training on teaching beginning reading.

#### Instruments

To determine the significant difference in the decoding skills of children prior to and after the intervention, Ocampo's (2002) Word Decoding Test was utilized. The test originally had 46 items. For this study, the items were reduced to twenty to address the developmental level of the participants since all of the children did not have decoding skills yet at the time of the pre-test. The words chosen and validated by experts represented the different consonant-vowel combinations of the Filipino language. The modified tests were used to assess children for intervention. The modified Ocampo Word Reading test that was used is composed of 20 Filipino words ranging from one syllable to five

syllables. The assessment was done individually, as suggested by studies, which enabled the supervisor to properly hear the children read words (Temple et al., 2014).

#### Data Collection

A one group pre-test-posttest design was used with eleven (11) children who were pre-tested on their decoding skills. Based on studies on effective family literacy programs, a parent-training was developed and given to the parents and guardians of the eleven children who were pre-assessed. This included a three-day seminar on early literacy and ten weekly sessions on additional topics and monitoring. Each week, additional training was given to the parent participants and explicit instruction and materials were given on implementing the reading program to their children.

The GK Reading Sessions consisted of five reading sessions a week, from Monday to Friday. Each session was recommended to run for 20 to 30 minutes a day. Each week, a new set of lessons and materials was given to each parent-tutor to administer. The reading sessions followed a similar approach to the reading programs Catch Them Early (CTE) and READERS (cited in Digo, 2012), which included 1) *Kwento* or story reading, 2) *Bagong Titik* or word reading activities, 3) *Laro Tayo* or games using the new letters learned, 4) *Sabi Ko* or a composition activity, 5) *Kwento Ulit* or a retelling of the text read, and 6) *Sulat* or a spelling activity. New letters were introduced using the sequence of lessons in the modified Marungko Approach (Mendigo, 2004 as cited in Digo, 2012). After ten weeks of reading sessions, a post-assessment evaluation was given to the children of the parent-tutors to gauge improvement in their reading skills.

#### Data Analysis

To gauge the improvement in children's decoding skills, the pre- and post-assessment of the children's reading skills before and after the reading program intervention was analyzed using the Wilcoxon Signed-Rank Test. The Wilcoxon Signed-Rank Test is a nonparametric test used to analyze two sets of data from a single set of

samples.

**Results**

The Wilcoxon Signed-Rank Test was used to compare the pre-test and posttest results of the decoding skills of children. Table 1 shows the results of the pre- and posttests administered before and after the reading intervention to assess the alphabet knowledge of participating children in the study.

The students were asked to read 20 Filipino

words prior to and after the intervention. Table 1 shows that the p-value of the decoding test is  $Pr > |t| = 0.0007$  and the t-value is 4.86. This means that the probability of the difference between pre- and posttest being due to chance is 0.0007. Because this is less than 0.05 significance, it is proven that the children's ability to decode single- to five-syllable Filipino words improved after the reading sessions with their parents.

Prior to the intervention, none of the children

Table 1  
*Wilcoxon Signed-Rank Test Results For Decoding*

Test	Total Score	T-Value	P-Value	Mean	Standard Deviation	Range
Decoding Words	20	t = 4.86	Pr > t 0.0007	3.91	2.66	8

were able to decode any of the Filipino words in the decoding test. The decoding posttest shows a significant improvement in the decoding ability of the children, who were able to read as many as nine words by the end of the reading program. The mean score of the test is 3.9 or around four words out of 20. The words decoded were mostly the shorter ones with just one to two syllables. Table 2 shows the individual scores of each child in the decoding pretest and posttest.

Results show that all the children did not know how to decode at the start. No one among the

participants was able to read a single word. However, the post test reveals that all were able to decode at least one word at the end of the program. Child A was able to read the most number of words with 9 words read from the list. Children D, E, F, I and K also show significant improvement by decoding at least four to seven words. These children had parent tutors who were the most consistent in attending the training sessions and conducting the reading classes.

On the other hand, Children C, J, and H, yielded the lowest scores, with only one word decoded

Table 2  
*Pretest and Posttest Scores on Decoding Words*

Child	Pretest Score	Posttest Score	Gain
A	0	9	9
B	0	6	6
C	0	1	1
D	0	4	4
E	0	3	3
F	0	7	7
G	0	2	2
H	0	1	1
I	0	5	5
J	0	1	1
K	0	4	4

each. The three of them were only able to decode the word "oo", the easiest word on the list. The word "oo" basically requires the production of the sound of the letter o. These three, of the eleven children who participated, were not able to learn how to blend the letters of the words, which are longer and less familiar, despite the reading sessions. They consistently showed the least improvement in reading. Both Children C and J had parent-tutors who were habitually absent or tardy during training sessions. Hence, they missed classes on new strategies and the actual modeling of the lesson plans and materials to be used for the reading sessions each week. On the other hand, although Child H's parent tutor missed only one training session, she did not participate as actively as the others and seldom engaged in discussion. Upon observation, the same parent-tutors showed less enthusiasm and use of different strategies in conducting the reading sessions. As Gilbert (2000) mentioned in Digo (2012), motivation of parent-tutors in training sessions is essential in ensuring the effectiveness of a reading program. The lack of motivation of parent-tutors C, J, and H affected the implementation of the reading sessions with their children, hence affecting their learning.

The easiest word decoded by all of the children was the word "oo." For this word, the children only needed to give the sounds of the letters without blending them together. Most were also able to decode short words such as "ano" and "ko." Furthermore, most of the children were able to decode open-syllable word patterns such as "basura" and "katutubo" despite the length. However, they had difficulty in decoding words with irregular patterns that begin with vowel-consonant syllables, such as "aklat". Other words they had difficulty decoding were "ng" and "patlang," as well as long words such as "halimbawa" and "disiplina." This shows the value of teaching sounds of letters in isolation as opposed to the "a-ba-ka" method, to which some of the parents were accustomed at the beginning of the research. Open-syllable word patterns tend to follow the "a-ba-ka" method, hence the higher number of children who were able to decode them. On the other hand, words with irregular patterns are more complex and need letter sound isolation.

For sight words, such as "ng", children cannot use phonics analysis, as recommended by Tompkins et al. (2014), because they do not follow the sound-symbol correspondences to decode words when reading. In teaching the Filipino language, this is in the third level of the Marungko Approach - introducing the different articles and simple linking verbs and conjunctions (Mendigo, 2004 as cited in Digo, 2012). Archer, Gleason, and Vachon (2003), also mention that what separates struggling readers from their higher performing peers is their ability to read multi-syllabic words, which are more difficult to decode, as proven in the participants decoding test results. Likewise, Alcantara (2012) emphasizes that parents' knowledge and skills in teaching reading affect children's reading performance, as proven in the parents' tendency to use the "a-ba-ka" method, which is contrary to what was taught in their training sessions.

Statistical results prove that the intervention improved the decoding skills of children who were taught beginning reading by their own parents. This concurs with Senechal's research (2008) that involving the learner's family helps in increasing reading achievement.

The study shows that children can learn reading in their own households. This tends to reinforce Otto's view (2008) of reading and print as based on speech and oral language. According to his research, oral language is fundamental in teaching children how to read. It provides a foundation for children's development of reading and writing. This is because parents tend to be the first persons conversant with their children, a conclusion in support of the conclusion of Padak and Rasinski (2008) that parents are their children's first and most important teachers. As such, the study suggests that the effectiveness of parent-tutors may lie in their early familiarity with their children in terms of exchanging spoken messages and ideas. This would fall in line with the recommendation of Alcantara (2012) to engage their children in meaningful conversation to facilitate learning. This provides a possible insight into one of the sources of strength of the effectiveness of the proposed program: that it involves the advantages of home study, whereby parents and children are encouraged to strongly



interact continuously in various home-based learning processes and experiences. Nutbrown, Hannon, and Morgan (2005), summarize parents' involvement as providing opportunities to explore language, recognizing children's attempts, interacting with them and modeling proper use of the language.

Studies suggest difficulty in sustaining reading programs because parents tend to stop administering reading sessions as soon as the program is completed (Axford, 2007; Justice et al., 2005). The parents who participated in the study experienced difficulties in conducting the program, such as establishing a routine with their children, making them cooperate during reading sessions, and finding time to actually perform the reading sessions amidst all of their chores and other responsibilities, including schooling and providing financial assistance to their families. Four of the parent-participants voiced out their concern that some might not have time to conduct such a program in their household when asked if they were willing to teach other children in their community. They admitted that they do not have time to teach other children because they have other responsibilities at home. However, other studies also prove that parents show high intention of continuing reading activities with their children after gaining positive results from the intervention (Justice et al., 2005). Likewise, all parent-tutors who conducted the reading sessions gave positive feedback on the reading program and recommended the continuation and further implementation of the GK Reading Sessions. Seven responded positively to teaching other children in the community after the study. According to them, they want to share what they have learned and they want to help other children to learn how to read.

The study points to the conclusion that an early reading program that combines the elements of intergenerationality, literacy skills focus and independence, interfamily solidarity, and small-community flexibility is a viable supplementary teacher-training and child-learning model. The research suggests that in spite of its limitations compared to large educational institutions, including daycare and kindergarten programs and

their more comprehensive curricula, this proposed program is useful for not just raising literacy skills and motivation among both parents and children. It also serves the purpose of helping develop a culture of intellectual enrichment, empowerment, and initiative among the poor and less educated, and social bonding and cohesion among and between families and generations.

### Conclusions and Recommendations

From the results and findings discussed, it has been statistically proven that there is significant improvement in the decoding skills of non-schooling children, 5 to 7 years of age, whose parents underwent training in literacy development. It was also realized that some of the benefits in having a parent-child, community-based reading program are: the children learn to read in their first environment; the children and their parents' bond is tightened through extended quality time together; the parents are able to instill discipline in their children through a fixed routine; the time and financial expenses in teaching their children to read are minimal; the parents are empowered to bring change to the community. On the other hand, the biggest challenge in having a parent-child, community-based reading program is the parents' way of life. Parents in an urban poor community have a lot of responsibilities at home that take up a lot of time. This causes parents to postpone reading sessions to accommodate other responsibilities. Some parents complain of stress and tiredness. Other concerns that parents have in implementing the community-based reading program are establishing a routine for the reading sessions and instilling discipline in their children.

To further improve the discussion and succeeding research on community-based reading programs, it is recommended that the "Guro Ko, Kapamilya Ko" GK Reading Program be implemented as an alternative early education program for the Sibol schools in *Gawad Kalinga* communities. In the absence of a *Sibol* school, the parents and adults in the community can be empowered to support their own children's learning. It can also be a support to existing educational institutions such as daycare centers and kindergarten centers as an additional learning

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program for the home environment.

For the purpose of further improving the “Guro Ko, Kapamilya Ko” GK Reading Program, it is recommended that the GK Reading Program be developed into a module, which includes a workbook with daily activities and a teaching guide with lesson plans for each week. This module will greatly benefit the communities that cannot sustain a *Sibol* school. It is further recommended that for succeeding research, a locale without a nearby daycare center or public school be chosen to yield more participants who would best benefit from the reading program.

Moreover, it is recommended that a children’s library be established in similar communities so that children, as well as parents, can access books they may not have the funds to purchase themselves.

Parents who are willing to extend their services and have shown dedication to the program may be utilized as volunteer tutors for other children in the community. However, to sustain this motivation, it is recommended that more consistent monitoring from the stakeholders of the program be practiced during the implementation. These include the supervisor, the *Kapitbahayan* officers, the *Siga* Youth officers, and most especially the *Gawad Kalinga* Child and Youth Development coordinators, to whom the house owners report and whom they consider as links to the sponsors and donors of their shelters. More stakeholders involved will yield more people to be accountable to. The parent-tutors will less likely skip trainings or be lax in their reading sessions if they know that they are accountable to more people besides the supervisor.

The GK Reading Program may also be implemented and studied in more organized communities to further investigate its effectiveness on a larger scale. Also, the assistance of the UP community as a source of skills and knowledge in education can be tapped in order to effect more changes in marginalized sectors. The Literacy Training for Students Program can look into involving other organized communities for readiness in receiving trainings and change. Given the positive results of a family literacy program in an urban poor community, it is recommended that

family literacy be included in the curriculum of teacher education institutions, which are preparing future teachers of the country. The added aspect of family literacy in teacher training can make the teaching profession move beyond the classroom into Filipino families’ homes.

Other countries, such as the US, have also shown positive results in intergenerational family reading programs headed by the state. This research also recommends that policymakers include literacy programs targeting parents, children, and families. In doing this, children can be educated in their first environment, thus helping curtail the cycle of noneducation and poverty in the country.

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