

EAP-EAC: Educating A Parent to Educate A Child- A teach a parent program on how to teach their children to read the “Teacher Way“



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ABSTRACT

EAP-EAC: Educating A Parent to Educate A Child- A teach a parent program on how to teach their children to read the “Teacher Way “is an action research that aims to provide assistance to parents of Southville 5A Elementary School students on the different strategies on teaching reading at home. This will help on the reading intervention of our students.

The action research was conducted in Southville 5A Elementary School. Data were collected via group chats, feedbacks, interviews, focused group discussions and observations

Equipping the participants with reading strategies such as Phonemic awareness, segmenting and blending of letter sounds that were usually done by the teachers in school in teaching to read to their pupils were introduced and taught to the participants. These skills will be applied to their children at home.

With the comparative method of analysis, it is likely to say that the EAP to EAC program has successfully improved the reading skill of the pupils whose parents underwent the trainings. From that of none phonemes awareness to readers.

Key Words: Teaching Reading the Teacher Way, Educate A Parent to Educate A Child

INTRODUCTION

Parental involvement is very crucial in child’s development

particularly in their learning. All of us before we attend formal education, our parents taught us the

basics of learning the pre-reading, pre-writing and counting skills. Parents are the first educators of their children. At this time of new normal in education, as we embrace the post pandemic in education, parental support has been further highlighted in the education of our learners.

With the remote enrolment procedures of Department of Education (DepEd), under D.O No. 032, s. 2021 re: Guidelines on Enrollment for School Year 2021-2022 in the Context of the Continuing National Public Health Emergency Due to COVID-19, the department has issued an enrolment form or the Modified Learners Enrollment and Survey Form, wherein in the said form to be filled up by parents, Parent/Guardian Information like their educational attainment must be provided in a complete and accurate way. This is for the school to know the capacity of the learning support aides at home. Parents' lack of education and ability to provide support for homework may crucially affect child learning outcomes, especially during school closures (Broussard et al., 2020). During the first few weeks of the remote enrollment of Southville 5A Elementary School - Langkiwa last August 2021, 124 out of 2873 or 4.32% of the registered learners are with parents who are either with no formal schooling, with no formal schooling but can read and write and have just reach

elementary level but not graduates. Thus, lack of parental guidance for these 124 learners will be a great challenge for the school.

As part of DepEd's response to high illiteracy levels in schools, various intervention and strategies were implemented. These said to improve the literacy rate, however there is still a need for reading programs to meet the desired literacy rate. Concentration of most of the reading intervention programs implemented in the school were for students used. Regardless of the reading intervention strategies implemented, there is still a need for a follow-up practice at home to fully utilize the intervention strategies. However, lack of skills on how to teach their children the proper way of reading at home made these reading intervention programs to have a low result on the literacy level of the students. According to Saracho (2002) parents of poor readers apply uncreative procedures such as decoding and concealing the pictures to keep the child from guessing the word. Therefore, guiding parents the proper way to teach reading at home should be taken in to considerations in addition to the different reading intervention programs of the students. Research also shows that the earlier parents become involved in their children's reading, the more profound the results and the longer lasting the effect (Williams et al.

2002; Desforbes 2003).

Southville 5A Elementary School-Langkiwa's Phil-Iri result shows that in English there are 1025 students from grades 1 to 6 are under frustration level and 3 non-readers, while 10 non-readers and 530 students under frustration level in Filipino. Hence, the EAP to EAC: Educating A Parent to Educate a Child Program is needed to guide these parents on how to teach their children to read "The Teacher Way". This will help both parents and teachers from primary level of Southville 5A Elementary School-Langkiwa to increasing the literacy level of the school.

EAP-EAC: Educating A Parent to Educate A Child-A teach a parent program on how to teach their children to read the "Teacher Way" is an action research that aims to provide assistance

METHODOLOGY

This action research is intended to improve the literacy level of Southville 5A Elementary School-Langkiwa thru EAP to EAC Program. Participants to this program will be from parents whose children are under non-reader and frustration levels during the conduct of Phil-iri for this school year 2021-2022. The participants will be called parent-teacher. They will undergo a 3 month teach a parent to teach reading program.

Data gathering will be thru parent-learner outputs, feedbacks and accomplishment forms to be collected a day after each session. Outputs of the

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parent-learner are assigned task that they will show how they applied what they have learned during the session. This can be thru video while they are teaching their children at home. Reading progress of the children/students of each parent-learner will be monitored by their respective adviser thru a prepared reading material of the proponents.

Procedures:

1. List down parent-learner participants
2. List down students under non-reader and frustration levels
3. Craft a parent-learner reading module
 - 3.1 Vowel letter sounds
 - 3.2 Consonant letter sound

- 3.3 Blending CVC
- 3.4 Words with long vowel sounds
- 3.5 Reading phrases
- 3.6 Reading sentences
- 3.7 Reading short stories
- 4. A one-and-a-half-hour everyday session
- 5. Every after-session monitoring with the use of the following:
 - 5.1 assigned performance tasks to parent-learner to show application of what they have learned
 - 5.2 Feedbacks and accomplishment form of both teacher, parent- learners, and students
 - 5.3 Progress monitoring sheet and chart of parent-learner's student

RESULTS

The expected 50 “parent-learners” participants of EAP to EAC program of the school were reduced to only 4. Parents were hesitant to join the program for various reasons such as: conflict on schedule, shyness due to educational background-, and some were willing but have to take care of their children at home. These 4 participants who took part in the program were parents of our students from kindergarten, grades 1 and 2 and with siblings in the intermediate levels. These batch of students under primary level were the ones who were severely affected by the COVID-19 pandemic and with the so-called distance learning. With no proper schooling and limited guidance from skilled professional teachers during the start of the pandemic, learning of the required skills such as reading from these primary level pupils greatly suffered.

From the feedback gathered during the start of the program, participants were asked on how they were able to survive the first year of the modular distance learning. Frustrating, and mind boggling were among of the reactions received during the discussion. Challenges encountered during the distance learning experiences of their children were also asked. Responses such as:”ang hirap”,” nag-awayan”, “nag-paluan”, and “hinayaan” were among of the comments heard and when asked on the strategies they used in teaching at home “sa you tube na lang”, and “nag ba be bi bo bu” were some of their ways to guide their children at home, but when asked on the effectiveness of their strategies on guiding their children on how to read, participants were not satisfied of the results. Thus, voluntarily joined the EAP to EAC program.

The participants undergone an intensive 2 week “teach a parent to teach READING program of EAP to EAC instead of the proposed 3 -month program. They were given teaching kit composed of list of CVC words in 5 parts, list of words with long vowel sounds in 5 parts also, list of consonant blend words, sight words and flash cards, all were laminated. These materials were used hand-in-hand with the discussion on ways and strategies on teaching children to read at home

As a start, parents were assessed on their knowledge about teaching letters and their sounds of the alphabet. They were asked to produced name of each letter and produced their sound, all of them were able to name each letter of the

alphabet, however in sounding each letter most of them has wrongly produced it. With this assessment, and with the use of phonics instruction, the facilitator demonstrated the right way on producing each letter sound with the aid of flash cards and through phonics instruction. After which, “segmenting and blending processes “were shown, where in they were taught to generate each letter of the given CVC word like /k/-/a/-/t/ in the word CAT, and blending this sounds subsequently. List of laminated CVC words of short sounds of /a/, /e/, /i/, /o/, and /u/ were given for their practice and to be used to help them to apply these strategies to their children at home. After a week of training, children of the participants were able to master their letter sounds and started to segmenting and blending each letter sound of the CVC words given to them. Other strategies like encouraging the children to learn sound patterns like: -as, -an, -ad, -ack, -at, -ag, and -am, and learning the letters in sequence on the basis of the frequency of appearance of symbols, teach first the following set of sounds /b/, /a/, /t/, /e/, /n/, /r/, /d/, /i/, /p/, and /o/, and next set will be the sounds of: /e/, /o/, /l/, /f/, /k/, /a/, /i/, /u/, /w/, c=/k/ were also discussed.

After presentation of the letter sounds, demonstration of segmenting and blending strategies or processes, long vowel sounds were also introduced to the participants. Where in, they were reminded that when two vowels are together the first one has the long sound and the other is silent like *ai* in the word

paid, rain and bait and *ee* and *ea* in the words like bee, and beat, and that words ending in e like cake and scene, the final e is usually silent and the other vowel is long. Again, list of laminated words with long vowel sounds were given to the participants.

Other than teaching different strategies in reading CVC words and words with long vowel sounds, reading consonant blends were also tackled during the program.

After the intensive 2-week trainings, level of literacy of the pupils whose parents undergone the EAP to EAC program has significantly improved-from a non-phonemes awareness to being able to read simple words to phrases to sentences. Videos can be accesses to the link below

https://drive.google.com/drive/folders/1KF8_kGEY8qokWbY8RLb7lgBfiTfk4fpk?usp=share_link

DISCUSSION

EAP-EAC: Educating A Parent to Educate A Child-A teach a parent program on how to teach their children to read the “Teacher Way “has provided Southville 5A Elementary School with an overview on parents’ background on how they are providing assistance and intervention to their children on reading at home. With their limited skills and knowledge on teaching letter and sound correspondence will slow down the success and development in their children’s reading skills.

Teaching parents on how to teach their children at home “The Teacher Way” has been beneficial to both the

school, teachers, and pupils. As we anticipate another pandemic that might fall in our country, educating and upskilling our pupils' parents on different methods and strategies in educating their children at home is a must to do to continually provide quality education to our children and to impede the progress on their skills.

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