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**INTERGENERATIONAL LITERACY PRACTICES
OF MULTILINGUAL FAMILIES**

A Dissertation Submitted to
The College of Graduate School and Teacher Education Research
Philippine Normal University, Manila

In Partial Fulfillment of the Requirements for the Degree
Doctor of Philosophy in Reading Education

Razeale Gloria- Fernandez

April 2017

APPROVAL SHEET

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DEDICATION

This thesis is dedicated to
God who taught us the purpose of life
My mother, who never stop giving of herself in countless ways
My beloved son who stands by me when things look bleak
And whom I can't force myself to stop loving
To all my family, the symbol of love,
My friends who encourage and support me
All the people in my life who touch my heart
I dedicate this research.

R.G.F.

ACKNOWLEDGMENT

The realization of this research paper is not solely attributed to the researcher. At every turn, were helping hands who generously shared resources, time, effort, financial, moral, and spiritual support to see it through. It is therefore with sincerest thanks and great indebtedness that the researcher makes special mention of the following:

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ABSTRACT

Name : **Razeale Gloria-Fernandez**

Title : **INTERGENERATIONAL LITERACY TRANSFER OF
MULTILINGUAL FAMILIES**

Key Concepts : **literacy, family literacy, multilingual families,
intergenerational, literacy practices**

Degree : **Doctor of Philosophy in Education**

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Dr. Rosarito T. Suatengco**

Grounded on the lived experiences of the three multilingual families composed of grandparents, parents and preschool-aged children, this present study attempted to develop a theory to describe and explain the literacy practices that occur in homes of multilingual families. In the desire to understand how literacy is transferred from one generation to the next, the study used qualitative design specifically employing Grounded Theory.

The participants were purposely selected using the following criteria: (1) The family is composed of grandparents, parents, and a preschool-age child; (2) Grandparents included maternal/paternal grandfather and maternal/paternal grandmother; (3) Parents include the biological father and mother of the child and they should be living together; (4) The family used at least three languages in their household; and (5) The child should be on emergent literacy stage, five years old, either a boy or a girl and he/she is enrolled in a pre-school/Day Care Center (Child Development Center).

The study was conducted with the following objectives: to describe and analyze the intergenerational literacy practices of multilingual families, and to develop an intergenerational multilingual literacy transfer theory. To draw the lived experiences of multilingual families in the early literacy development, interview, observation, and field notes were used as data sources. Guided by the methodology of Corbin and Strauss (2008), it followed these steps in its analysis: coding, exploring concepts, and theory building. Based on the analysis of data, this study found the following themes to describe the intergenerational literacy practices of multilingual families and presented them as codes: oral-aural practices, reading practices, writing practices, numeracy practices, and techno-literacy practices.

Sub-themes for oral-aural practices are storytelling, oral language development, and Language Management. Sub-themes for reading practices are teaching the prerequisites, print support and reading behaviors. Sub-themes for writing practices include writing behaviors, teaching the basics of writing, and mediated writing. Meanwhile the sub-themes for numeracy practices are teaching the basics, everyday math and numeracy, family resources, and practical experiences in numeracy and sub-themes for techno-literacy practices are media and technology and media discourse.

Further analysis and interpretation of data revealed the following theoretical proposition (1) The intergenerational multilingual literacy practices of multilingual families encompass a wide variety of home literacy activities along: oral-aural, reading, writing, numeracy, and techno-literacy practices. (2) The culture of oracy and literacy transfer are simultaneously embedded in the home literacy activities which are constructed by the

multilingual families composed of three generations. (3) Transfer of practices among multilingual families is fluid, transactional, and strategic. Derived theoretical statements emerged intergenerational multilingual literacy transfer theory led to the development of an intergenerational multilingual literacy transfer theory.

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Effective education responds to learning needs of individual children and to the goals and needs of local families (ACCU & UNESCO, 2001). UNESCO's strong commitment to cultural and linguistic diversity in education articulated in Education for All, has encouraged mother-tongue instruction. Considering that the Philippines is a nation of bilinguals and multilinguals, the Philippine educational system implemented the Mother Tongue-Based Multilingual Education (MTB-MLE) program in response to the increasing linguistic diversity in today's educational climate. Given the changing educational landscapes in today's schools, lack of knowledge about young children's learning in their homes has contributed to the difficulties educators encounter when trying to embrace students' language diversity.

It is a phenomenon that literacy learning begins in the home and family members influence children's literacy development and the grandparents and parents are influential persons in a child's learning environment. Their language or languages and their literacy attitude, beliefs, and behaviors as reflected in their daily activities are instrumental to children's literacy development. Their literacy practices are to be acknowledged as significant in a young child's early literacy development.

Families are the primary source for learning. Children were taught at home even before going to schools by their grandparents, parents, older siblings, and other family members. Teaching values, skills, as well as cultural practices like cooking, gardening, and other skills continued to originate in the home. Parents believe that teaching in the context of family is the best way to ensure the desired learning they for their children. It is within the family that children establish roots and discover their potential. It is in the context of family that children acquire literacy skills.

For a preschool-age child to become literate, it takes a partnership of all family members living in the house. Children's home life is important to early literacy development. While it is true that each family member assists one another, how the family support each other, the family activities they do and life contexts are different and unique. With this, family literacy is considered an important factor and literacy practices will in turn become a gateway to transfer literacy practices from one generation to another.

According to ABS(2006) literacy is one of the most important foundations for success in school and life. Likewise, the International Reading Association (IRA) defines family literacy as the ways parents, children, and the extended family members use literacy at home and in community. This definition which stems from the belief that children's home literacy activities is significant in literacy development. Family literacy also includes literacy practices and beliefs of family members and the intergenerational transfer of literacy (Wasik & Hermann, 2004).

The terms intergenerational literacy and family literacy have been used to describe how literacy is used and valued by families. However, there are few literatures to suggest

that intergenerational literacy is occurring at the onset or during family literacy effort. Likewise, there are few research literature on how the literacy skills, knowledge, and abilities, are transferred from one generation to another. Hence the study would explore household matters which include their literacy practices.

Literacy as a phenomenon linked to modernity is subject to powerful ideological constructs (Bauman & Briggs, 2003). In today's family system, presence of grandparents in the households of Filipino families is visible. The extended family is in effect the basic unit of the Philippine society. Extended family members such as grandparents live with their son's/daughter's family and assume vital roles as contributing factors of the family's literacy practices.

Meanwhile, intergenerational literacy practices shaped over the course of a lifetime are influenced by each family member through exposure to appropriate literacy models and behaviors, beliefs, attitude, availability of reading materials, and interests. These practices in the home are often insignificant in schools because they do not have knowledge how families do a range of literacy-based activities in their homes. As such, the need for analysis of how literacy is shared by families, understanding the literacy practices of families in multilingual homes to have a clearer insight on how these practices are transferred from generation to the next.

Preschool-age children have the capacities to display many capabilities and skills prior to formal literacy instruction. These literacy capabilities and skills are developed in a literacy-rich home environment and through the presence of models who usually are the parents and or grandparents. The literacy- rich home environment with the parent-

child/grandparent-child interactions of modeling are believed to facilitate natural literacy development among preschool-age young children and this could be regarded as directly relevant to their literacy development. However, their exposure to home literacy events and the range of home literacy practices vary from family to family and from generation to another.

The family plays a very important role in the literacy development of young children. Involving the children in the home literacy-related activities facilitates literacy development. Usually among families, literacy is taught to young children in a way that appears to be literacy learning for its own sake. It is often believed that before a child enters preschool or kindergarten, he/she has already literacy experiences at home through the different exposures to literacy activities.

Parents play an important role in fostering literacy skills in their children. From birth, onward, the parental influence is partly a direct engagement with their child. Literacy practices of families such as reading to children, using complex language, responsiveness, and warmth in interactions are all associated with better developmental outcomes (Bradley, 2002) of young children. Today, children are exposed to home environments where more than one language is used. In a multilingual family setting, it is expected that most adults use two or three languages in their life.

Children's literacy learning experiences which are promoted in their households by their parents and other members of the family are embedded in the social fabrics of their everyday lives at home. Children gain a rich variety of knowledge in a family context. The

activities in the home such as cooking, gardening, cleaning, family meetings, and other household chores helped children acquire knowledge and experience.

It is often recognized that the mother is the child's first and most important teacher hence, the notion on mother-child dyad in the transfer of learning is always noted. This view on literacy transfer pays too much attention to the mother-child activities and little consideration to other channels of literacy transmission across generations like father to child dyad, grandparent to grandchild dyad as it occurs in multilingual home context. There were limited accounts however on the involvement of three generations along literacy development. The failure on considering these multiple channels of literacy influences within the family need to be studied.

Multilingualism as a social phenomenon is common throughout the country and the whole world. There are indeed families who live in a multilingual environment. Likewise, there are children who live in a multilingual family. With the challenge of the 21st century, the need to understand families in their multilingual home environment, the languages they speak to the child are significant. There is no study yet that has explored the literacy practices and the relation between literacy and growing up in multilingual families in Pangasinan.

In addition, there are always family activities that affect family literacy. With this, children's literacy has its roots in their family life. Their home experiences however, significantly differ if not similar from each child. This is so because with the complexity of modern living and the changing social practices of families, literacy practices among families vary in the use of these literacy skills and the phenomena surrounding the process

of literacy transfer among families are often overlooked. In fact, very little is known about the literacy practices and how these are transferred from one generation to the next.

Limited as it is, there are some studies focusing on intergenerational transfer of literacy; however, the focus was on impact of parental involvement or literacy practices on children's literacy skills. Some studies were on grandparents' role in their grandchildren's literacy hence, this study focused on the literacy practices involving three generations and how parents and/or grandparents transfer those literacy practices to the youngest member of the family.

Theoretical Basis

Three theories guided the study: Family Literacy Theory, Social Theory of Literacy and Language Acquisition theories. These theories support this study because of their applicability and relevance in the conceptualization of the intergenerational multilingual literacy transfer theory. These theories served as the bases of this study and all support the notion that literacy is influenced by the child's immediate environment particularly by his/her family environment which he/she has direct contact with.

Taylor's Family Literacy Theory

The critical role of family on children's literacy development is significant. Taylor's (1983) Family Literacy Theory claims that home experiences contribute to children's literacy success. Family literacy is defined as the literacy practices within families. It described the rich and diverse uses of literacy within homes and communities. The term now is used to describe many literacy activities involving more than one generation and that

the family literacy approach also describes an awareness of learners in a family and community context (NALA, 2010).

Family literacy theory determines that home environment influences the child's development. The family, which may be different in various ways, such as structures with which the child has direct contact, has significant influence to children's literacy development. This theory looks at the child's development within the context of family. It views literacy development as a cyclical; where emergent literacy knowledge develops within the contexts of families. All children go through a period of emergent literacy from birth to third grade (Tracey & Morrow, 2012). It is in this stage that the role of the family is significant; it is when young children learn many emergent literacy concepts which they needed when they begin to enroll in school. These literacy concepts are built upon by kindergarten and first-grade teachers. Thus, family literacy theory asserts that young children even before they begin formal instruction in school, they have already acquire literacy skills from the family's literacy activities.

Emergent literacy concepts consist of the knowledge, skills, and attitudes which are developmental precursors to reading and writing. This provides early literacy development. It denotes that the acquisition of literacy is best conceptualized as a developmental continuum, with its origins early in the life of a child, rather than an all-or-none phenomenon that begins when children start to enter school. It is built on a set of beliefs that the ways in which children's development in the areas of listening; speaking, reading, and writing are all interrelated. Its emphasis is on the critical role of children's home environment. It underscores the finding that although many factors are important to

children's reading success including parents' education, occupation, and socio-economic level, the quality of the home environment correlates most closely with children's early literacy (Tracey & Morrow, 2012).

Moreover, parents and other family members in the house are models to young children. They are influential to the literacy development of young children. It could be said that the nature of these literacy contexts was influenced by the levels of literacy among family members. The unique influence of the home, as well as the connections between children's literacy development, is considered. According to Vandell (2000), the experiences and habits formed during childhood and adolescence influence the behavior as parents later in life. Therefore, one's experience as a child is carried over into attitudes and behaviors as they become adult.

Vygotsky's Social Theory of Literacy

The study is also situated within the frame of social theory of literacy advocated by Vygotsky (1978) and Skinner (1957). Vygotsky focused on family interaction while Skinner on the dynamics of parental relationship. The social nature of learning where knowledge constructed is based on social interactions and experience where the role of social factors in human experience is highlighted. The theory is related to literacy which focuses on what people do with texts, and the meaningful, purposeful ways in which people actually use literacy in real-world contexts. It acknowledges practices in the home and considers parents as the children's first educators. It also considers parents to have the potential impact to the literacy learning of their children and values the role of parents,

siblings and the other members of the family like extended family. Literacy then, is a social act in a social process.

Viewing literacy as a social process includes a diverse set of contextualized practices and helps researchers and practitioners understand the full range of ways in which people use literacy in their everyday lives, as well as the various types of complex knowledge that users need to have to effectively practice literacy (Perry, 2012). In a social learning paradigm, the relationships are developed through an interactive process as families transact with the home learning environment. Learning then, is shaped by the experiences through social activity within a family context. Therefore, this theory asserts that learning and social interactions are connected and the emphasis is on social contexts in which literacy is practiced. Hence, one of the major theoretical perspectives within this paradigm is viewing literacy as a social construct.

Meanwhile, literacy practices and literacy events are tenets of social theory of literacy. In a social context, literacy is assumed to be a set of skills that can be used in any situation. The proposition of the social theory of literacy is best understood as a set of sound practices inferred from events which are mediated by print. These are different literacies associated with different domains of life, some are visible, influential than others while others are more dominant. The theory of literacy attributes the important consequences both to individual cognition and to society through the intrinsic characteristics that literacy is assumed to have. In contrast, the ideological model of literacy conceptualizes literacy as a set of practices as opposed to skills that are grounded in specific contexts and inextricably linked to cultural and power structures in society (Perry, 2012).

Meanwhile, Vygotsky (1978) believed that learning results as function of interacting with others. His theory asserts that learning within the context of social interaction and the role of activity in learning have influenced the educators' and researchers' interest in intergenerational literacy.

The theories support the focus on family as a center of meaningful activities and on the ways that literacy knowledge is supported by parents and other family members' social interaction with their children such as the reading and writing activities that mediate family's daily life. Within this frame, language and literacy are social acts and recognize that literacy occurs in the context of use by families.

Language Acquisition Theories

Another theory that has bearing in the study is the language acquisition theory since the involved family participants are multilinguals. The unique influence of the home as well as the connections to children's language development must be considered. In fact, learning a language is not a conscious decision on the part of young learners nor do these children learn language for its own sake, rather children are born into a world in which the use of oral language is everywhere and print as well (Kucer, 2005).

Moreover, children have the capacity to learn more than one language (Genesee, 2001). Behaviorists and nativists dominated the understanding about language acquisition. Following Skinner's (1957) principle; behaviorists argued that children continue to produce and learn the properties of language such as sounds, vocabulary, and pragmatics, which are positively reinforced or transferred by parents and other members of the family.

Behaviorists assume that children imitate what they hear therefore, the child's environment is the most important factor in language acquisition. The Behaviorist theory is influenced by Watson's (1930) general theory of learning, that children produce what they hear and they learn by imitating and speaking what they hear. From here, one can learn a language by interacting with the people around him/her. In addition, language development is the result of set habits. Hence, language acquisition is the product of interactions with environment through stimulus response conditioning.

Meanwhile, studying literacy allows one to see the varied literacy practices regardless of context. Another related theory is the Social Interactionist Theory of language acquisition which is based on the premise that children are social beings who acquire language through communication. One of the biggest names in the Interactionist Theory of Language acquisition is Vygotsky (1978). The theory suggests that language learning is resulted from the interaction of the learners' innate ability and their language environment. Here, the feedback they received from fluent speakers in the family such as parents and grandparents monitor and improve their language outputs. This emphasizes the importance of the learners' language environments and their opportunities to produce language and receive feedback.

Furthermore, it stresses the functional basis of communication. Oral language is mediated through interactions designed to elaborate discourse. Advocates of this theory believe that family members influence the language learning/acquisition of children. This assumes that language acquisition is influenced by the interaction of factors such as physical, linguistic, cognitive, and social (Cooter & Reutzel, 2004).

Vygotsky's (1978) Interactionist Theory of Language acquisition focuses on the connections between people and the sociocultural context in which they act and interact their shared experiences. This experience is attributed to the children's vocabulary acquisition. According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially, children develop these tools to serve solely as social functions, ways to communicate needs. He believed that the internalization of these tools led to higher thinking skills.

As the child observes the interaction between people and then the behavior develops inside the child. This means that the child first observes the adults around him/her communicate and then later develops the ability himself/herself to communicate. Vygotsky also theorized that a child learns best when interacting with those around him/her. At first, the adult interacting with the child is responsible for leading the child, and eventually, the child becomes more capable of producing the language on his/her own. Therefore, the adult first talks to the child and eventually the child learns to respond in turn.

Vygotsky's theory is one of the foundations of constructivism. It asserts that social interaction plays a fundamental role in the process of cognitive development. In contrast to Piaget's (1950) understanding of child development where development precedes learning while Vygotsky believed that social learning precedes development. He further believed that every function in the child's development appears twice: first, on the social level, and later, on the individual level: first, between people (inter-psychological) and then inside the child (intra-psychological). Second, the More Knowledgeable Other (MKO). This refers to anyone who has a better understanding or a higher ability level than the learner, with

respect to a task, process, or concept such as a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers. And the last theme is on Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky (1978), learning occurred in this zone.

Nativists on the other hand, followed Chomsky's (1968) principle. They believed that children have an innate grasp of how language works. According to Chomsky, people are genetically gifted to acquire language. The Innatist theory of language acquisition is based on the principle that all children can acquire language and that children do not have to be taught formally to acquire language. The language inputs from parents and other members of the family activate their inborn capacity for learning language.

Meanwhile, in support to the social learning perspective is Bernstein's (1971) Sociolinguistic Theory which particularly emphasizes the role of individual's language in literacy acquisition and development. In this theory, literacy is viewed as both social and linguistic process. Sociolinguistic theorists believe that language is the foundation upon which children's reading and writing achievement is built (Masterson as cited in Tracey & Morrow, 2012). It asserts that language is learned because of people's social interaction with each other. Young children's ability to learn languages and their emerging reading and writing skills are affected by their social environment including the languages which they are exposed and the language socialization practices of their caregivers (Pesco & Crago, 2008) which include parents and grandparents.

The child's language exposure affects their learning and learning the language depends on the language environment and social environment as well. Language acquisition can take place simultaneously in several languages. In a multilingual context, it is normal that language shifting and mixing to take place. It is possible then that children growing up in a multilingual setting could learn more than two languages. A child learns to speak and acquires in its own pace, the languages in a playful natural way (MELT). Furthermore, language can be communicative, serving real purposes.

Another theory of language use is the Discourse Theory. The theory emphasizes that interaction is treated as the matrix of linguistic knowledge that language development should be considered in terms of how the learner discovers the potential meaning of language as he/she participates in communication. In short, language development is considered in terms of how the learners discover the meaning potential of language by participating in communication; that language learning evolves out of learning how to carry on conversation. The emphasis is on interaction related to the social and functional rules of language are taken into consideration by Hymes (1972) in his communicative competence who believed that the ability to use language effectively and appropriately in social context is important.

Moreover, Cummins' (1981) Basic Interpersonal Communicative Skills (BICS) is the communicative ability that all children acquire to be able to function in the daily interpersonal exchanges such as the oral communication skills which are used in everyday interactions in the homes of families. It refers to the daily conversational face to face interactions where meaning is supported by contextual cues or meaningful social context

within the setting. BICS was later modified with the added dimension, considering the context in which language is used. This is referred to as context-embedded.

Conceptual Framework

The review of the theories related to the study provided direction in formulating the conceptual framework of the study as shown in Figure 1 below.

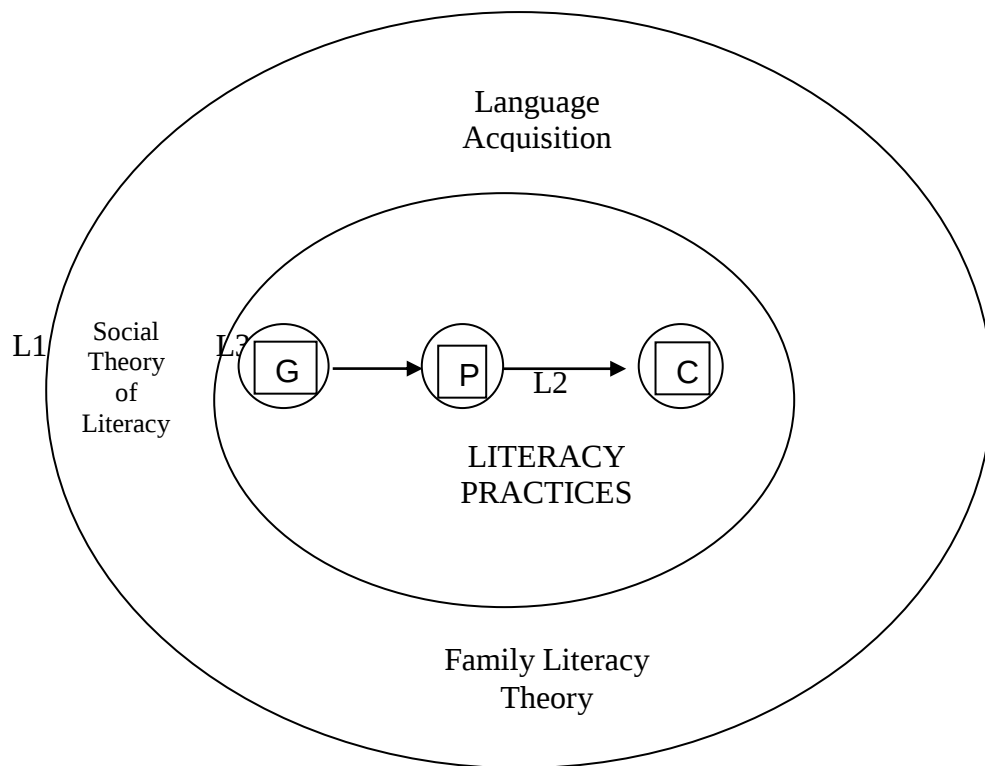


Figure 1. *Conceptual Paradigm of the Study*

Learning occurs in the context of family, which is an important institution for the acquisition of literacy development. Parents' literacy practices including their literacy attitudes, beliefs, and behaviors has a significant influence in young children's literacy development. As such, children's early literacy is influenced by their families. Children's exposure to the literacy practices that involves reading and writing at home can provide them with the opportunity to develop different competencies. Within the family's home literacy environment are family routines and activities to which literacy knowledge and practices are shared through family dynamics using spoken languages in the households.

The Language Acquisition theories such as Interactionist Theory of Languages Acquisition, Sociolinguistic Theory, and Discourse Theory are influential to the literacy practices of multilingual families. These theories served as backbone of the developed theory on Intergenerational Multilingual Literacy.

Children's literacy reflects the literacy practices within the family context which they are a part of. Children acquire these literacy practices through participating in a range of activities in their family. Each family member in different generations has an important and significant impact on children's literacy development and each child is an individual developing within a broad ecology of family. The literacy practices of grandparents (G) generation are transmitted to the child's parents (P) and the parent who in turn has a direct influence to the child's (C) literacy development. Grandparents, being partners of the child's parents, may also have direct influence to the child (C) hence transfer is possible.

All families have their own literacy practices. These literacy practices are not isolated within family members but as a shared framework that members of the family pass

on to one another because literacy is viewed as a social construct. Learning a language relies on the verbal and non-verbal interactions led by adults within the child's environment. Language is a tool for communication and a tool for language acquisition. Good oracy also develops when children use what they hear to scaffold what they say. The languages used by each generation in promoting literacy as well as the preferred language during speech events affect the child's literacy development. By exploring and learning from children's experiences of emergent literacy at home and the kind of social constructs and transactions that children participate in with family members who support their emergent writing and reading.

These literacy practices are realized in literacy and oracy events and in concrete literacy engagements of families. Here, the role of social interaction among three generations in the development of knowledge and learning affect the family's literacy. The different ways in which literacy learning may be transmitted from one family member to another is influenced by the languages which the family use in their conversations. Since, multilingual families use three languages as they consciously or unconsciously transfer literacy practices, L1 refers to first language, L2, second language and L3 as third language.

These practices are transferred in one generation to the next in a multilingual family context. Patterns of literacy practices serve as potential factors in the development of an intergenerational multilingual literacy transfer theory which is the output of this study is to develop an intergenerational multilingual literacy transfer theory. The following assumptions guided the emerged Intergenerational Multilingual Literacy Transfer Theory: First, children's literacy development is influenced by their family literacy practices.

Second, when these young learners have families of their own in the future, they would transfer the literacy experiences they had to their children within which their children will begin to develop literacy ability. Third, the role of social interactions among families contribute to the language acquisition of young children and lastly the authentic home literacy experiences have a role in developing literacy by providing foundations in a preschool-age children's literacy development.

Statement of the Purpose

This study explored the literacy practices of multilingual families that may influence the literacy development of a preschool-aged child and yielded richer information regarding intergenerational transfer of the practices. Generally, this study considered the literacy practices across three generations in promoting and transferring literacy as reflected in their literacy and speech events.

The following are the research objectives:

1. Describe the intergenerational literacy practices of multilingual families.
2. Analyze intergenerational literacy practices of multilingual families.
3. Develop an intergenerational multilingual literacy transfer theory.

Significance of the Study

The study did not only focus on the transfer of literacy practices of families in multilingual home contexts, but also explored the family dynamics during literacy and

speech events. It generally aimed to have a significant contribution to the field of literacy and multilingual education.

Pre-schools are rich with linguistic, cultural, and familial diversity because children enter school with their literacy practices which they incurred from their respective families. Literacy activities of families and the intergenerational contexts of the practices at home are not given much attention. Since awareness of literacy practices is an important factor in literacy, specific groups of people can profit much from the results of this study. This study therefore would serve as a reference of teachers, practitioners, undergraduate and graduate students, educators, and university researchers who are into the areas of literacy education, family literacy, language acquisition, and multilingual education.

This study would first and foremost contribute to the growing wealth of information and knowledge about literacy particularly on early childhood education, family literacy and multilingualism by building a case for a broader literacy practices that draws upon rich sociological evidence about emergent literacy and literacy practices across multilingual families. Findings would lead into a literacy transfer theory that could be utilized in the pressing areas of improvement in the context of K to 12 program and MTB-MLE implementations.

Results of this study would help **administrators** cater for cultural and linguistic diversity among children which would enable connectivity and mobility. They would be provided with information about literacy practices of multilingual families and build on those activities through meaningful curricular engagements that will bridge the gap between home and school literacy activities. The more teachers know about the literacy practices of

families, the more they can help build a bridge between home and school literacy (Lynch, Anderson, Anderson,& Shapiro, 2006). Moreover, for educators to instigate authentic sustainable collaboration between the school and family environment, the beliefs and behaviors of a family need to be understood and validated.

Curricular reforms bring about innovations in the methods of teaching. This study would help **early childhood curriculum planners**. The study would help the curriculum planners to understand and recognize diverse literacy practices within multilingual families find out how literacy practices happen in the homes to tap family's educational potential or strength. It would also contribute to the crafting of the new teacher education curriculum design by including pedagogical approaches in teaching young children from varied family and language backgrounds. This will prepare would be teachers.

Teaching literacy in family context and in ways that are meaningful to family members is an approach promoted and encouraged by Auerbach (1989). **Preschool and elementary teachers** may improve their management and instruction by giving emphasis on the significance of literacy practices of families of the pre-school children. It would also aid **college faculty members** in establishing concepts on emergent literacy which can ultimately give the teacher education students a better understanding of the literacy practices of multilingual families. Furthermore, it would give **educators'** understanding of the family literacy practices. Their understanding would encourage them to develop home-like classroom activities that would further enhance children's early literacy development. Teachers' knowledge on the home literacy engagements of children will help them build a bridge between home and school literacy.

This study would also serve as a basis for **future researchers** to undergo similar studies in other parts of the province/country to add data on family literacy practices, multilingualism, and intergenerational literacy transfer.

Scope and Limitations of the Study

This study focused on the literacy practices of multilingual families and how these practices are transferred from one generation to another. It involved three multilingual families from Bayambang, San Carlos City, and Bautista, Pangasinan. Each family was selected according to the following criteria: three languages must be spoken and used in the household by the family; family composition is maternal or paternal grandparents (both grandparents should be present), parents, and a pre-school age child aged five; and the pre-school age child should be the only child. Choosing families with such family structure is a limitation of this study.

Another delimitation of the study is the family literacy construct. It only focused on the family activities used to develop, promote, and enhance preschool-aged children's literacy development. In addition, interviews were only done in the homes of family participants. Videotaped-sessions were recorded by episodes. Observations focused on literacy activities the family engaged in and family dynamics during speech events. Field notes included only the physical description of the house, routine activities, social activities, and literacy artifacts which were captured by the video-camera.

Definition of Terms

For a better understanding of the terminologies used in this study, the following terms are operationally defined:

Early Literacy Development – process of developing early literacy skills necessary in learning to read and write.

Family – It refers to a social group consisting of maternal/paternal grandparents, parents, and a preschool-age child.

Family Dynamics – The ways in which family members relate to one another in a naturally occurring family interactions during literacy and speech events.

Family Literacy – This refers to the literacy practices the grandparents, parents, child preschool-age engage in. It also includes their literacy attitudes, beliefs and behaviors.

Intergenerational – It relates to the involvement of three generations – grandparents generation, parents generation and preschool-age child generation in literacy activities.

Intergenerational Practice – This refers to home literacy activities of family members across generations.

Intergenerational Literacy Transfer– This refers to the transfer of prior learning experience based from the literacy practices involving family members across generations.

Literacy transfer – The transmission of from one generation to the next.

Intergenerational Multilingual Literacy Transfer Theory – The emerging theory drawn out from the study.

Literacy – This refers to listening, speaking, reading, writing, and viewing including numeracy skills used by an individual in the meaning making.

Literacy Events – These are the observable episodes of authentic use of literacy within the family's household.

Literacy Practices – These refer to the home literacy-related activities evident in a particular family.

Multilingual families – They are families regardless of socio-economic status who use three or more languages in their household. When one or both grandparents and parents have different first language and the child hears two or more different languages.

Numeracy Practices -These are home literacy activities promoted by multilingual families to develop the numeracy skills of the preschool-age children.

Occurrences – These refer to the repeated or patterned literacy events, activities associated to literacy practices in which the literacy events and patterns of participation in literacy acts across situations are evident.

Oracy– It is the person's ability to efficiently express oneself and communicate, and interact with others via the spoken language as well as to fully understand oral communication.

Oral -Aural Practices – These refer to the interactions among family members as they do their home activities in the communicative act as they promote literacy.

Practices – These are the occurrences of literacy activities of multilingual families which include oral-aural, reading, writing, numeracy and techno-literacy.

Preschool-age child – This refers to a child aged five.

Speech Events – This refers to the context of family activities such as mealtime, playtime, siesta time, leisure time, family meetings, and the like where discourse/interactions between and among the members take place.

Reading Practices – These are the reading-related activities of families involving print as they promote early literacy development for young children.

Techno-literacy Practices – These are family activities in promoting literacy with the utilization of technology such as computer, internet, tablets, and mobile phones.

Writing Practices - These are home literacy activities promoted by multilingual families to develop the writing skills of the preschool-age children.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Lending support to this research work are the empirical data from other related literature and previous studies that have bearing on the variables under study. Findings generated from these studies provide the frame of reference in contextualizing and conceptualizing this study. Concepts along literacy, literacy practices, family literacy, intergenerational transfer of literacy, language acquisition and multilingualism which are seen relevant in the study are discussed in detail.

Literacy

There are varieties of definitions of literacy. Historically, literacy means the ability to read and write. However, in today's generation, literacy is viewed more than reading and writing. Children and adults must be able to listen, speak, read, write, understand graphs, charts and maps, and solve problems to become literate. Given these broad definitions of literacy, depending on the particular theory involved, literacy can be defined as any form of communication or thinking or any old semiotic competence (Perry, 2012). From these definitions, literacy skills can thus include all the ways which an individual uses words within his/her speech, beliefs, values, knowledge, actions, and interactions (Gee, 2001).

Barton and Hamilton (as cited in Perry, 2012) outlined the six propositions about the nature of literacy. First, literacy is best understood as a set of practices. This can be inferred from events which are mediated by written texts. Second, literacy is associated with the different domains of life. Third, literacy practices are patterned by social institutions (like

family) and power relationships (as family), and some literacy skills become more dominant, visible and influential than others. Fourth, literacy practices are purposeful and are embedded in broader social goals and cultural practices. Fifth, literacy is historically situated. Lastly, literacy practices change and new ones are frequently acquired through processes of informal learning and sense making.

Today, literacy is no longer viewed as simply grammar, lexicon and semantics; literacy now comprises a wider range of semiotic systems that cut across reading, writing, viewing and speaking (Cloonan, 2005). The concepts of literacy and literacy development vary along a number of dimensions on how literacy is viewed. For instance, literacy is viewed as an array of component skills which includes phonological awareness, letter knowledge, and automaticity in reading letter sequences, lexical access, and meaning-making. It can also be viewed as an individual's cognitive accomplishment, as exemplified by reading a book. Alternately, it can be viewed essentially as interactive, collaborative activity embedded in social purposes, even when the act of reading itself is solitary.

Learning is viewed as an active, constructive nature of literacy development in social context. Literacy acquisition is different for every child. Children's literacy reflects the family literacy conventions within the family context which they are part of. Children's home literacy experiences contribute to school success. Snow (2004) and others have shown that children from homes where parents model the uses of literacy and engage children in activities that promote basic understanding about literacy and its uses are better prepared for school.

Children learn the literacy skills and how to ‘do’ literacy through participating in a range of family activities. They learn about literacy from their interactions with learned others, as is suggested by Vygotskian approach. In the social view of literacy, literacy is seen as embedded within families and because literacy is always constructed and enacted within social contexts then literacy is always embedded within social contexts. The development of literacy whether through speaking, listening, reading, writing or critical thinking is best understood as a social construct and social practice (Elish-Piper, 2000). Literacy can also be seen as dependent on instruction, with the outcome that quality of instruction is the key. This view emphasizes the developmental nature of literacy and stresses on the developmental stages of children. To become literate, young children need writing to help them learn about reading, they need reading to help them learn about writing, and they need oral language to help them learn about both. Before they go to school, children need to develop oral language comprehension for listening and speaking, vocabulary for building background knowledge, phonological awareness and alphabet knowledge for the structure and sounds of language, and print knowledge for concepts about books and printed words (Roskos, Tabors, & Lenhart, 2009). Furthermore, a poor foundation in literacy prior to school entry not only reduces the likelihood of later success in literacy, but also increases the risk of children ‘dropping out’ of school. (www.rch.org.au/ccch/policybriefs.cfm).

Reading theorists and advocates who emphasize literacy as a social practice tend to believe that literacy is present everywhere and argue that all families regardless of their status in the community engage regularly in the use of literacy. Literacy is not just a social

process but a social practice through which children are exposed to a world of literacy that view reading and writing as valuable and meaningful in everyday life (Roskos & Christie, 2001). Children are active participants in their learning, as is suggested by a Piagetian view by a Piagetian view of literacy learning. Piagetian view suggest that children's understanding of literacy might differ from that of adults.

In addition, literacy is a natural product of growing up in a literate society, easy to acquire without explicit instruction if motivation and opportunities for practice are available. Literacy advocates who hold the natural view minimize attention to developmental change by attributing equal value to various forms of participation in literacy. Prior literacy experiences in the home and the wider community have been shown to contribute to wide range of abilities in reading (Manzo & Robelen, 2003). Moreover, literacy develops from real life situations in which reading and writing are used to get things done. Constructivists stress that learning to read and write begin very early in life. Children acquired literacy through active engagements in the home literacy activities and being read to by parents plays a special role in the literacy development.

Several factors that facilitate a successful transition from pre-literacy to literacy have been identified and formalized into a framework known as emergent literacy (Whitehurst & Lonigan, 2001). These factors include first, language ability (speaking, listening and understanding), including vocabulary development and comprehension of the narratives, stories and conversations one is exposed to; second, letter identification/knowledge (knowing the names and corresponding sounds of letters); third, phonological awareness/sensitivity (being able to identify and manipulate sounds in spoken

language); fourth, conventions of print, or understanding the basic concepts of reading and writing text (for example, the left-to-right, top-to-bottom direction of print on a page and the progression of print from front to back across pages); and finally, literacy-promoting environments (keeping books in the home, conducting home literacy activities such as shared book reading).

A group of scholars, including Barton (1994), Gee (2003), and Street (2000), have coined the term 'The New Literacies' in an attempt to emphasize their commitment to a notion of literacy that is social, community-based, culturally-defined, varied, and potentially transformational. This view of literacy explicitly rejects a focus on individual skills, downplays the necessity of schooling or formal instruction, and tends to ignore information about development. It accepts participation in a multi-party literacy event as evidence of being literate, without worrying about disparities in the skill levels or contributions of different individuals.

Multiple literacies refer to diverse sets of practices and semiotic systems to construct, acquire, communicate, and question knowledge as well as to create, analyze, and transform relationships among people and between people and institutions. Multiple literacies' proponents argue that schools use a narrow conception of literacy, print literacy, often limited to a single text (Paris & Stahl, 2005). One outcome is that students who prefer other ways of using written language and who access and communicate knowledge and insight in modes other than script or print are labeled failures and as illiterate. A second outcome is the use of a narrow curriculum that does not promote broad habits of mind associated with "multiple perspectives." Finally, and most important, this reliance on

narrow practices, especially the use of single texts, does not prepare students for a diverse, changing world where they are expected to work collaboratively and become critical thinkers of information from a variety of sources.

Literacy development can be defined within a socio-cultural framework. Literacy within this framework is the construction of meaning from printed text in the world in which families live, and it is extended into the classroom (Perez in Ortiz & Ordoñez-Jasis, 2005). From a socio-cultural perspective, literacy represents social practices. Based on the social learning theories of Vygotsky (1978) and Skinner (1957), it can be said that Vygotsky's (1978) approach to sociocultural theory examines the interaction between parent and child while Skinner analyzes the dynamics of this parental relationship. Its perspectives represent social practices. From a sociocultural perspective, literacy is more than decoding or encoding, more than being able to handle a set of discrete and technical skills (knowledge of letters, words, sounds) and more than possessing the cognitive capabilities necessary to engage with a text like attention, motivation, or memory abilities. Instead, the overall context of the situation shapes what it means to be literate, depending upon the type of text, the type of reading or activity expected with that text, and the identity or background of the reader.

The sociocultural views on literacy are related to sociolinguistic conceptualizations where language reflects culture and this includes the work of Gee (2008) and Halliday (1973) (in Schleppegrell, Greer, & Taylor, 2008). The ways in which language was used varies according to contexts (Bakhtin as cited in Perry, 2012). According to Gee (2003), language always comes fully attached to social relations, cultural models, power and

politics, perspectives on experience, values and attitudes, as well as things and places in the world. Sociolinguists have described the many ways in which language and literacy are patterned according to context is what Bakhtin (as cited in Perry, 2012) referred to as speech genres.

On the other hand, the cognitive view of literacy which identifies literacy activities or practices in a multilingual family's perspective can provide a range of theoretical lenses from which to examine the complex, persistent, and emergent social world of the home where family engage in literate acts, in familial settings. Literacy skills acquired before first grade remain highly predictive of later achievement and referral to special education (Duncan, et. al, 2007). Learning experiences can be generative. Literacy skills can be acquired easily at school if language prerequisites are in place. It must consider however that literacy acquisition is not an exclusive responsibility of schools but also by multilingual families composing of three or more generations.

Critical literacy on the other hand is an understanding that language practices and texts are always informed by ideological beliefs and perspectives whether conscious or otherwise. Dozier, Johnston, & Rogers (2006) maintain that critical literacy requires understanding literacy as a tool for social action. Meanwhile, emergent literacy considers early literacy-related behaviors such as pretend reading, inventive spelling, and early attempts at writing, as legitimate literacy practices (Roskos & Christie, 2001).

Research findings suggest the attitudes that parents hold toward literacy will affect the type and amount of reading and writing they engage in with their children (Yaden, Rowe, & MacGillivray, 2000). In addition, DeBaryshe, Binder & Buell (2000) showed that

mothers' beliefs concerning their children's literacy learning at home were related to the frequency with which they reported engaging their children in writing activities. Researchers like Mui and Anderson (2008) have found that families can be sites for young children's early literacy development. Furthermore, children who are raised in high-literacy use homes are much more likely to enter kindergarten with the literacy skills and knowledge that prepare them for instruction than are children from low-literacy use homes Purcell-Gates cited in Anderson, Purcell-Gates, Jang, and Gagne (2010).

Research supports encouraging emergent literacy skills rather than treating poor literacy later. Many children who struggle with literacy in school have shown signs of poor emergent literacy skills prior to school entry, lending support to the idea of a 'critical period' for developing emergent literacy skills (DEST, 2005). Moreover, research has also identified emergent literacy skills that affect achievement in reading at school (Pullen & Justice, 2003) and a few studies have identified emergent literacy skills needed for success in writing at school (Senechal, LeFevre, Thomas & Daley, 1998). The longitudinal study of Harris and Goodall (2007) provide research evidence confirming that parental involvement in learning activities in the home is strongly associated with children's better cognitive achievement, particularly in the early years. In addition, more recent studies have found that children from low income families that provide or participate in higher levels of literacy activity (e.g. reading, visits to the library) can and do develop some emergent literacy skills (Evan, Shaw, & Bell, 2000).

Studies like those of Harkness & Super (1996), Heath (1993), Miller (1998), van Kleeck (1994) have illustrated vast differences across cultures in parental beliefs about how

children learn, their goals for children's development, and their approach to raising their children. Heath (1983) found in her studies of three very different communities in the Piedmont Carolinas, that there was considerable cultural variation in the acquisition of oral language and the manner in which parents introduced children to literacy. The culture of the home environment directly affected the children's performances in literacy at school. Both Heath (1983), and Teale (1984) conclude that both cultural and social structural factors affect preschool children's orientation to literacy. Bumanlag and Ocampo (2011) examined the practices and their meanings of Muslim Filipino families. The research found that the migrant families have a variety of literacy practices and the socio cultural factors such as ethnic background, age, and gender influenced the literacy practices of these families. Furthermore, it was discovered that the meaning of literacy was determined by ethnic identity, the social role of language and the dichotomy of domestic and literacy chores.

Lynch, Anderson, Anderson, & Shapiro (2006) highlights the importance of examining parents' beliefs about young children's literacy development. They concluded that there were significant relationships between parents' literacy beliefs and their self-reported literacy behavior. On the hand, Weigel, Martin, & Bennett (2006) found that parental literacy habits were positively associated with parental reading beliefs. Furthermore parental reading beliefs were positively associated with parent-child literacy and language activities in the home. And these parent-child literacy and language activities were positively associated with children's expressive and receptive language skills.

Many researchers have documented examples of the relationship between culture and literacy development in a variety of cultures. For example, Au and Jordan (1981) studied native Hawaiian communities, families, and children; Heath (1983) conducted a longitudinal ethnographic study of literacy learning among African-American and European-American children and their families; Taylor and Dorsey-Gaines (1988) did research with inner-city African-American families; and Spindler and Spindler (1990) did research with the Menominee (Native American) culture.

There have been many cross cultural studies relating to language acquisition that have highlighted universal patterns and stages of language acquisition. In a study of language skills of Southeast Asian immigrants in the United States, researchers found that literacy transfer typically occurred from sibling to sibling because lack of English proficiency limited parents' ability to help their children (Puchner 1997).

Family Literacy Practices

Learning is influenced by families, the home literacy environment and activities and their early literacy knowledge and practices. The practices of home-based literacy were guided by parents' involvement with the using the materials and their views of how literacy learning takes place (Manz et al., 1999). Since parental attitudes were the influences in the structuring of home literacy environments, evidence highlighted the importance of examining the parental perspectives and their roles regarding literacy practices at home (Roberts, Jurgens, & Burchinal, 2005). The home provides the earliest learning environment for developing literacy skills such as vocabulary, comprehension, word

knowledge and the like and providing exposure to print and letters from all kinds of print materials available in the household. However, mothers as story-readers did not talk much to children. Other literacy activities have found that culturally linguistically diverse parents may read advertisements, playing the words while skipping rope, and finding the first letter of a word when interacting with their child (Britto, Brooks-Gunn, & Griffin, 2006).

Family literacy is used in two ways, one is the use of literacy within a family or wider community, especially activities which involve two or more generations. The family is viewed as the central institution to offer initial discourse tools and expertise to children. Many families however are unaware of the valuable role they play to their children's literacy and oracy acquisition and development. In fact, when parents are asked about what they do to support their children's literacy development, they often think in terms of school-based tasks rather than the things they do each day like singing a lullaby, playing card games, talking at the dinner table or browsing the net. Because there is no evident academic or school connection, families undervalue what they do that fosters literacy (Parr & Jason, 2013).

The family is the context where a child learns early literacy tools and begins to develop a self-forming foundational beliefs, values, and expectations (Wasik & Hermann, 2004). However, the priority and emphasis given to these developments within their own home context vary. The increase attention given to family literacy reflected several significant trends in educational and social developments (Elfert & Hanemann, 2011). One of these is the emerging awareness that the family is the child's first school and motivation for learning. Emphasis is on the role of the family which has emerged from research on

language and literacy acquisition that underscores the importance and complexity of the social and contextual dimensions of the literacy process.

Parents and family are viewed as the central institutions to offer initial discourse tools and expertise to their children. As Goodman (in Mctavish, 2007) contended the need to be aware that literacy learning, that is, learning to read and write is a result of daily human interaction and does not occur exclusively in schools. In fact, understanding families' early literacy acquisition, beliefs and practice can improve home-school collaboration and promote sustained student achievement. Much research in the field of literacy development documents straightforward transfer effects of parental literacy skills and behaviors which are transmitted directly to children through activities like picture book reading and writing shopping lists Snow & Tabors, (1993).

Parents' literacy involvement not only enhanced children's literacy skills and school readiness, but also increased their social functioning, which included cooperation and compliance, effective communication, appropriate help-seeking, and form the basis for positive socio-emotional adjustment at school (Farver et al., 2006). The ways parents interact with their children at home around literacy like reading to young children, using environmental print to teach beginning literacy skills such as letter recognition, knowledge on sounds, phonemic awareness word reading, and games to play with household objects that draw attention to print and print skills. These concepts can be learned in high literacy use homes. In the process of these meaningful literacy activities in their homes, young children, with support and direction from significant others in their lives, learn how words can be written, letter names and letter sounds, phonemic awareness, and many concepts of

print such as which direction to read, the difference between letters and words, and that people read print and not pictures (Farver et al., 2006).

For instance, reading and writing abilities do not just happen. These abilities are acquired, nurtured, and refined through the acts of those who provide appropriate instructional contexts and support. The family is the center of learning and the primary vehicle for transporting the child through the early years of life and into the future. It is a powerful tool for helping children become literate. It also involves other family members such as parents, grandparents, brothers and sisters. Because children exist in a network of family, its members are continually communicating, negotiating, and interacting with each other. Literacy is a part of every family's activities. Much learning occurs in the context of family (Strickland & Shanahan, 2004).

Each child is a unique individual from a unique family setting (Hamer & Adams, 2003). Generally, children were educated in the home, and parents and others family members were recognized as the child's first teachers. The role of home environment in the development of emergent literacy skills in preschool children is firmly established in their families. At home, children see how literacy and oracy skills are used for managing everyday domestic tasks such as taking telephone messages, making shopping lists, paying bills, etcetera. Adults model the basic skills and literacy behavior, attitudes and beliefs which are often passed on to their children. Learning is viewed as an active, constructive nature of literacy development in social context. When children can understand, enjoy, engage with, and use oral, visual and written language and symbols they are better able to

express their individual identity and become active participants in a literate society (Hamer & Adams, 2003). Therefore, literacy ties generations together in a unique way.

Parents make the greatest difference to achievement through supporting their children in the home rather supporting activities in the school (Harris & Goodall, 2007). In parent-child literacy relationships children may influence parents and vice versa. The family dictates the kind of literacy environment the children grow up in. There are myriad of literacy practices available within a family. Learners come to formal education with a range of prior knowledge, skills, beliefs, and concepts that significantly influence what they perceive about the environment and how they organize and interpret it (Bransford, Brown, & Cocking, 2000). These prior knowledge and beliefs are what they have constructed through daily interactions with family members. The importance of parents being involved in their children's education has been well documented (Ordoñez-Jasis & Ortiz, 2006). In regards to their participation in early literacy development, studies have shown early reading experiences supported by parents help benefit children's formal literacy instruction and build a base for later reading successes (Burns, Griffin & Snow, 1999 cited in Shuker & Terren (2013). Understanding the literacy practices of children and his/her family help teachers know what children bring to school. According to Ordoñez-Jasis and Ortiz (2006) it is important to have appropriate authentic multicultural material in early childhood settings, which reflect the rich, diverse realities of families. The value of establishing positive affect around home literacy activities is associated to literacy acquisition. This serves as a route to the child's development and their active engagement and participation to literacy events

While it is true that people have much in common, each one of them is different, indeed, the problems of each one of them are different. One family differs from one another, both quantitatively and qualitatively. They differ quantitatively, not only in the kind of traits, but also in the degree of literacy support to their children. They differ qualitatively, in the ways of their capacities and abilities are organized, patterned, or structured. Additionally, the variables related to parental background information were also identified as factors influencing children's learning outcomes, including the levels of maternal education, maternal teaching and reading patterns, maternal quality of assistance, and maternal sensitivity which may predict the development of culturally linguistically diverse children's literacy skills (Chu & Wu, 2010). These factors were also indicators of the quality of the home environments in terms of promoting home literacy. Hence, a child's development in school can be reflected by the family environment that he has.

Literacy skills are social as well as personal activities that are affected by parental skills and abilities. Social relationships are crucial, as literacy practices are more usefully understood as existing in the relationships between people, within groups and communities, rather than as a set of properties residing in individuals. Family literacy is a proven intergenerational approach that improves the literacy and language skills of both parents and children. By learning together, families can discover the culture of learning in the home. According to Barton, Ivanic, Appleby, Hodge, & Tusting (2007) literacy practices as what people do with literacy, the social processes which connect people with one another. Family engagements in the home could be a hallmark of high quality early education.

Good literacy practices support strong learning foundations. When children can understand, enjoy, engage with, and use oral, visual and written language and symbols they are better able to express their individual identity and become active participants in a literate society (Hamer & Adams, 2003). In this sense, family literacy is a powerful tool for building an interest in learning and developing lifelong learners (Lamb, Fairfax-Cholmeley & Evans, 2009). Meanwhile, Street (2002) distinguished events from practices, the former being the domain of particular doings with texts, the latter of that more general sociocultural framing that gives significance to particular acts reading and writing are always about more than literal text. While Barton and Hamilton (as cited in Perry, 2012) noted that in the simplest sense literacy practices are what people do with literacy. These practices involve more than actions with texts. These practices are connected and shaped by values, attitudes, feelings, and social relationships. According to Barton and Hamilton (2000) literacy events are observable beginning with the person's intent for reading or writing, and then moving to the text itself. Zhou & Salili (2008) reported that adult readers' role modeling was the most important factor related to intrinsic motivation in a large sample of 177 preschool Mandarin-Speaking children. Therefore we can see what people are doing with texts. Literacy practices, on the other hand, are unobservable like beliefs, values, attitudes, and power structures. These are embedded within the social, material, and cultural structures of families.

Furthermore, the aspects of knowledge needed in order to engage in literacy practices are written genre, cultural, and lexico-syntactic and graphophonic knowledge. This gives the usefulness of viewing literacy as a set of social practices, because it shows

that cognitive skills like the ability to decode are only one part of what it takes to be literate and individuals must have a great deal of context-dependent knowledge to engage in a literacy practice. Moreover, there are always cultural practices that affect the literacy practices of families. The literacy learned at home and in local communities is rich in the use of local language and the expression of the experience and history of families, communities and culture (Elfert & Hanemann, 2011). Literacy practices, then, refers to this broader cultural conception of particular ways of thinking about and doing reading and writing in cultural contexts (Street, 2000).

The family is the primary source for learning. Children were taught at home before they enter schools by their parents, older siblings, grandparents, and/or other relatives, a broad term that includes extended family members. Ross, Hill, Sweeting, & Cunningham-Burley (2005) have noted that regardless of proximity, some children contact their grandparents independently of their parents. Parents and children are seen as the center point within families; other important roles have been ascribed to other close relatives. Hence, learning does not have to be an individual experience. Family members are active participants in literacy events which are considered the dynamic point of literacy. UNESCO promotes family literacy as holistic approach that contributes towards achieving Education for All (EFA) goals. Family literacy is a recent approach that is based upon the most ancient of educational traditions in intergenerational learning and in turn, intergenerational practices are rooted in all cultures (Elfert & Hanemann, 2011).

It is believed that a family's practices provide a zone within which particular activities are promoted. Bernal (2010) conducted case studies of 12 Filipino families to

determine the influence of ecological factors on their family literacy practices. The ecological factors in focus were family structure and composition, socio-economic background, and parental beliefs in education and literacy development. The findings obtained indicate that parents are valuing their children's education provide for their learning and developmental needs regardless of their family structure and composition or socio-economic background. The presence of extended family was significantly influential to the quality and frequency of family literacy practices due to the scaffolding they provide the child. It was also found out that the most common of Filipino family literacy practices across socio economic groups are oral storytelling and the utilization of technology. Families are passionate about nurturing and relating to children and they remain to be child-centric

In addition, Auerbach (1995) has found multiple studies offering counterevidence that refutes the notion that poor, minority, and immigrant families do not value or support literacy development. She added that those families most marginalized frequently see literacy and schooling as the key to mobility, to changing their status and preventing their children from suffering as they have. She cited Delgado-Gaitan's (1987) and Diaz, Moll, and Mehan's (1986) work among Mexican-American families and students. She also cited Taylor and Dorsey-Gaines' (1988) study of literacy in low-income urban areas, which found that families use literacy for a wide variety of purposes, which are social, technical, and aesthetic purposes, for a wide variety of audiences, and in a wide variety of situations. Moreover, Auerbach (1995) observes that each study valued multiple socially significant literacy activities, not just add-on literacy tasks.

Senechal & Le Fevre (2002) investigated how young children's experience with print are associated with the development of language and the acquisition of early literacy. Senechal's home literacy model's key feature is that it distinguishes between home activities that focus on the meaning of the printed word (labelled as informal literacy activities) and activities that focus on the form of the printed word (labelled as formal literacy activities).

Taylor (1997) argues that the accumulated ways of knowing and funds of knowledge of family members, their local literacy, are complexly and intricately woven into their daily lives. Literacy practices exist within the family's cultural context and are built up from existing practices. Moreover, family literacy environment needs to be understood within the social and cultural context in which the family resides. Like Taylor's (1997) study, McNaughton's (2002) research demonstrates the everydayness of literacy in the family and provides detailed analysis of common literacy practices in the home. His description of the literacy practices of Maori, Samoan, and Pakeha families whose income earners were from non- professional occupations provided a picture of a resourceful families able to support their children's early literacy learning. His analysis of the variable way in which families use time, space, and varied resources to help preschool children to learn literacy. He noted three different ways in which families supported literacy learning: joint activities, personal activities, and ambient activities. Joint activities refers to the literacy activities where another person (parent, relatives, sibling) provided guidance in a specific literacy event such as story reading. On the other hand, personal activities are activities involving children practicing a specific form of literacy on their own like

scribbling. While ambient activities are involving literacy practices in which a child is immersed as part of daily life, those practices that occur around the child while they go about life. Of the three classifications of family activities, ambient literacy environment surrounds the child and provides a context for jointly constructed and personal activities (Bernal, 2010).

Razey (2002) examined the literacy practices of home of children aged five years old. Within home, she found that each child's pattern of interactions with parents was unique and what counted as literacy was seen differently in many homes. She observed and analyzed the literacy interactions of six kindergarten children in home and school.

Children learn the most basic of emergent literacy concepts by observing its use in their family activities for their different life activities. Emergent literacy research that has focused on young children in their homes and with their families has documented that these early literacy concepts are acquired as children participate in the lives of their families, observing and engaging in the literacy activities that mediate those lives. The positive influence of parent-child interactions around print is well supported by the early, or emergent, literacy research. The more interactions around print in the home, the more young children come to school with critical early literacy knowledge and are deemed ready to learn literacy at school (Purcell-Gates as cited in Anderson, Purcell-Gates, Jang & Gagne, 2010).

Martini & Senechal (2012) tested the relations among parental teaching, parental expectations, and child early literacy. They found that parents had high expectations about their children's early literacy skills before entering Grade 1. To the parents, it was very

important for their children to know the names of letters, print their names, know letter sounds and learning how to read or print words. Parents believe that it is important to engage their children in literacy at home (Levy et al., 2006). Despite increased research focusing on the way young children develop early literacy understandings prior to school, (Kennedy, Ridgway & Surman, 2006), results show that not all children have the opportunity of developing emergent literacy understandings, and inequality of opportunity still exists.

Heath (as cited in Reyes, 2006) found that parents used reading and writing to share much of their knowledge with their children in various ways. Some families shared literacy embedded in their daily routines such as group reading activity. Neumann, Hood, & Neumann (2008) conducted a case study following a child's literate development between ages two and six. They found that mother used environmental print to familiarize her son with letter shapes and to encourage him to print letters. Research on parent involvement in early literacy development, in particular, has shown how early reading experiences better prepare children for the benefits of formal literacy instruction and build a foundation for later reading success (Genishi, Stires, & Yung-Chan cited in Ortiz & Ordoñez-Jasis, 2005).

[Bindman, S. W.](#), [Skibbe, L. E.](#), Hindman,[A. H.](#), Aram,[D.](#), & Morrison,[F. J.](#) (2014) examine the nature and variability of parents' aid to preschoolers in the context of a shared writing task, as well as the relations between this support and children's literacy, vocabulary, and fine motor skills. In total, 135 preschool children (72 girls) and their parents (primarily mothers) in an ethnically diverse, middle-income community were observed while writing a semi-structured invitation for a pretend birthday party together.

Children's phonological awareness, alphabet knowledge, word decoding, vocabulary, and fine motor skills were also assessed. Results revealed that parents provided variable, but generally low-level, support for children's approximation of sound-symbol correspondence in their writing (i.e., graphophonemic support), as well as for their production of letter forms (i.e., print support). Parents frequently accepted errors rather than asking for corrections (i.e., demand for precision). Further analysis of the parent-child dyads ($n = 103$) who wrote the child's name on the invitation showed that parents provided higher graphophonemic, but not print, support when writing the child's name than other words. Overall parental graphophonemic support was positively linked to children's decoding and fine motor skills, whereas print support and demand for precision were not related to any of the child outcomes. In sum, this study indicates that while parental support for preschoolers' writing may be minimal, it is uniquely linked to key literacy-related outcomes in preschool.

Meanwhile, Correlational research demonstrates that children with stronger writing skills have more sophisticated letter knowledge, phonological awareness, and spelling competence, as well as larger vocabularies (Molfese, Beswick, Molnar, & Jacobi-Vessels, 2006).

Through parent surveys, individual interviews, focus groups, and home observations, a wealth of information can be obtained about specific family situations as well as parental perceptions and expectations on the uses and functions for literacy in their lives (Ortiz & Ordoñez-Jasis, 2005). Research demonstrates that there is often disparity between what is valued at school and what is practiced at home which may marginalized families (Parr & Jason, 2013). In the 1980s and early 1990s, a new genre of literacy studies

emerged that views literacy practices from within the social and political context in which they occur (Street, 2000). Researchers who seek to understand and document argued that it was crucial to examine the functions and uses of literacy. Studies of Gadsden (1994) & Taylor (1997) highlighted differences in home and school practices, and in styles of interacting through oral and written language.

Researchers have shown that children from homes where parents model the uses of literacy and engage children in activities that promote basic understanding about literacy and its uses are better prepared for school. On the other hand, Snow and Tabors (1993) and Anderson, Wilson, & Fielding (1988) demonstrates that parents who are engaged in a wider variety of activities have children who are better readers. This relationship is mediated by the more interesting conversations the family engaged in with their children. In addition, Baker (2003) argued that children whose early encounters with literacy are enjoyable are more likely to develop a predisposition to read frequently and broadly in subsequent years.

In this study of Street, Baker and Tomlin (2005), the concept of numeracy as a social practice is used to draw attention to the way numeracy is used on an everyday basis within families. They hypothesized that parents' home practices mediate relations between their academic expectations and attitudes, and children's performance.

Roberts J, Jurgens J, & Burchinal M. (2005) examined how 4 specific measures of home literacy practices (i.e., shared book reading frequency, maternal book reading strategies, child's enjoyment of reading, and maternal sensitivity) and a global measure of the quality and responsiveness of the home environment during the preschool years predicted children's language and emergent literacy skills between the ages of 3 and 5

years. Study participants were 72 African American children and their mothers or primary guardians primarily from low-income families whose home literacy environment and development have been followed since infancy. Annually, between 18 months and 5 years of age, the children's mothers were interviewed about the frequency they read to their child and how much their child enjoyed being read to, and the overall quality and responsiveness of the home environment were observed. Mothers also were observed reading to their child once a year at 2, 3, and 4 years of age, and maternal sensitivity and types of maternal book reading strategies were coded. Children's receptive and expressive language and vocabulary were assessed annually between 3 years of age and kindergarten entry, and emergent literacy skills were assessed at 4 years and kindergarten entry. The specific home literacy practices showed moderate to large correlations with each other, and only a few significant associations with the language and literacy outcomes, after controlling for maternal education, maternal reading skills, and the child's gender. The global measure of overall responsiveness and support of the home environment was the strongest predictor of children's language and early literacy skills and contributed over and above the specific literacy practice measures in predicting children's early language and literacy development.

Home Literacy Practices

The term home literacy has been described in different ways. It is described as maternal reading patterns and interactions with their children during book reading time (Hammer, Miccio, & Wagstaff, 2003), involving parents' attitudes and their involvement in

home literacy activities (Ezell, Gonzalesz, Randolph, 2000), and taking into consideration quality and effect of these activities (Britto, Brooks-Gunn, & Griffin, 2006).

The family is a site of literacy practices. Families are powerful social network that significantly impacts the children's literacy development. Literacy and language acquisition is different for every child and the family literacy practices set the tone. Literacy practices which transcend from literacy events are not predetermined but rather constructed within the family. Researchers have used many different terms like parent coaching (Edwards, 1991), parent mediation (Aram & Levin, 2004) or parent scaffolding (Evans, Moretti, Shaw & Fox, 2003) to indicate the support parents provide for learning about literacy. While Senechal & Le Fevre (2002) used parent teaching and parent tutoring which refers to the parents' attempt to impart knowledge about reading and writing. The simple action of finger pointing at words or phrases during storybook reading is found to assist children to acquire important skills such as the ability to track print, and develop alphabet knowledge, phonemic awareness and word recognition skills (Stahl, 2003).

Literacy practices are social practices. The negotiation of meaning routinely relies on linguistic communication. Each family has a unique set of literacy practices which include among others literacy level, behaviors, beliefs and attitude that contribute to their children's literacy development and opportunities for intergenerational transfer of literacy. Family interaction with children is a powerful family literacy tool. Home is viewed as a critical social context for learning and children's home life is as important in their literacy development. An important contributor to the children's literacy development is parent's availability to interact with their children. Experiential learning is the complex interactions

between children and their homes and between children and the wider community in which they grow. Literacy practices can change over time and that participants are active agents in that change (Perry & Purcell-Gates, 2005).

Literacy practices have several elements. These are: (1) the hidden participants, the people or groups of people involved in the social relationships of producing, interpreting, circulating and otherwise regulating written texts; (2) the domain of practice within which the event takes place and takes its sense and social purpose; (3) all other resources brought to the literacy practice including non-material values, understandings, ways of thinking, feeling, skills and knowledge; and (4) structured routines and the pathway that facilitate or regulate actions, rules of appropriacy and eligibility, who does/doesn't, can/can't engage in particular activities (Barton & Hamilton, 2000).

Literacy events transcend literacy practices of families. These are concrete evidences of literacy practices. These events occur in social context. It is in fact a phenomenon that children have encountered numerous literacy events in the home. However, the nature of these events and the degree are varied in the context of their early literacy learning. Actions or sequence of actions of one or more persons involved in literacy events in which the production of and/ or comprehension of print, plays a role. These may be a regular repeated activity in which literacy has a role.

Literacy events have been identified by Barton & Hamilton (2000) as constituents of literacy practices. There are four basic elements of literacy events and practices according Hamilton (2000). It includes participants, settings, artefacts, and activities. Participants refers to the people who can be seen to be interacting within a written text. Settings are the

immediate physical circumstances in which the interaction takes place. Artefacts are the material tools and accessories that are involved in the interaction including the text. While activities are, the actions performed by participants in the literacy event. Meanwhile, Teale (1984) identified the types of literacy events which are home literacy events, daily activities, entertainment, school-related activities, work, religion, interpersonal communication, participating in information networks, storybook time, and literacy for the sake of teaching/learning literacy. Moreover, Smith (1993) explains that he employs literacy practices as a broader concept pitched at a higher level of abstraction and referring to both behavior and conceptualizations related to the use of reading and/or writing. Literacy practices incorporate not only literacy events but also folk models of those events (Street, 2002).

Likewise, Cairney and Ruge (1998) identified literacy practices as literacy for establishing or maintaining relationships, literacy for accessing or displaying information, literacy for pleasure and/or self-expression, and literacy for skills development. McNaughton's (2002) on the other hand, noted three different ways in which families supported literacy learning. These are joint, personal, and ambient activities. Joint activities are activities provided by parent, relative, siblings in guiding a child in a specific literacy event such as story reading. Personal activities involve the child when practicing a specific form of literacy on their own like scribbling, drawing, playing, and the like. Ambient activities involve literacy practices in which a child is immersed as part of daily life, those practices that occur around the child while they go about life. In addition, McNaughton (2002) provided a picture of resourcefulness of families in supporting their children's early

literacy learning. He described the varied ways how families use time, space, and various resources to help preschool-aged children learn literacy skills. He noted that there are different ways where families' support literacy learning. One is the provision of literacy materials that promote literacy development of children.

The theory of literacy as a social practice has been heavily influenced by Street's (2000) early work in Iran. Grounded in data that described the various ways in which people used reading and writing for different purposes in their everyday lives, Street's (2000) theory contrasted autonomous and ideological models of literacy. The autonomous model, under which most formal literacy instruction operates, conceptualizes literacy in strictly technical terms.

Moreover, literacy practices related to storytelling is also a general label that can be applied to a collection of various types of literacy practices. It encompasses a variety of storytelling activities in oral format. These activities include creating fictional stories, passing on community histories, and sharing personal experiences, among many others (Ochs & Capps, 2001). The practice of storytelling is also dynamic and malleable. For example, practices that were once only oral may change to include written forms of storytelling. Storytelling practices are purposeful and embedded in social goals and cultural practices (Ochs & Capps, 2001). Telling stories is one way in which grandparents and parents position themselves in relation to their families, their communities, and the larger world. In a recent speech, author Salman Rushdie (2005) stressed the significance of storytelling for families, suggesting that stories symbolize one badge of family

membership. Rushdie argued that becoming part of the family involves learning the family's stories, and storytelling practices therefore must also evolve.

Practices are invisible because they connect with beliefs, attitudes, values, social structures, and power. Practices must therefore be identified through visible events (Barton & Hamilton, 2000). According to the Home Literacy Model (HLM), informal and formal literacy activities are distinct types of activities in most homes. It specifies that the two types of literacy experiences are differentially related to language, early literacy, and phoneme awareness. In this model, informal literacy activities promote the development of language skills whereas formal literacy activities promote the acquisition of literacy skills. The model includes longitudinal relations between the home literacy activities measured prior to Grade 1 and eventually reading outcomes. It indicates no direct or indirect link between informal literacy and reading in Grade 1 (De Jong & Leseman, 2001).

Meanwhile, LeFevre, Clarke, & Stringer (2002) on numeracy suggests that parental expectations still hold a direct relation to child outcomes once parent teaching is considered. In addition, young children today have more access to technologies because these were already present in their homes. Techno-literacy was coined by Jewitt (2006) which pertains to literacy activities that employ the use of technology such as TV, computers, and mobile phones. Synder (2001) believed that techno-literacy needs to be valued as important components of literacy learning both at home and in school. As the children of the 21st century move into an increasingly digital world, they are likely to encounter more literacy knowledge in digital form than they encounter as traditional book

forms. This gives specific examples of how children make sense and experiment with digital texts.

Society today is changing rapidly and the advances in technology are having an important effect on literacy development (Cloonan, 2005). Technology has changed not only the world of adults, but also the world of young children. Learning and communication have been dramatically changed in the process. In the electronically mediated world of today, being literate means understanding how different modalities combine in complex ways to create meaning. Families have to learn to make sense of the iconic systems evident in computer displays – with all the combinations of signs, symbols, pictures, words and sounds. The provision of language and literacy experiences is essential in young children's learning environments. Children now live in a digital age, where text, pictures, and voice combine to offer fascinating, new learning opportunities (Casey, 2000). Young children are more and more exposed to multiple information modalities (Luke in Shuker & Terren, 2013). Technology can play a vital role in developing children's oral language and literacy and has the potential to provide new and exciting possibilities for learning.

Meanwhile, literacy practices with the use of technology is present in almost all aspects of life in today's digital age. The internet and other information and communication technologies (ICTs) have become the most abundant cultural tool nowadays that affects how people live, communicate, and think. Technologies then are culturally relevant to both children and adults alike. In fact, the uses of different kinds of technologies are becoming regular features in Filipino homes. Families are beginning to be enthusiastic users of

technology, hence today's generation of young children are exposed to different kinds of technology.

The increasing pervasiveness of technology has led to the immersion of these children in electronic technologies. Children's developing competences with technology were noted with pride and seen as necessary for a successful future by families. The broad range of technologies to which children have access or exposure may suggest that there has been a "technologization" of childhood if we ascribe agency to the technology (Plowman, McPake & Stephen, 2010). In addition, young children's diverse activities are based on what Palmer (2006) as technology-driven culture. As such, many young children today are already competent in a range of techno-literacy practices and this is not often valued in school. This was premised on his belief that children's literacy experiences in the home are much broader than paper-based literacy materials which include techno-literacies. In fact, Turner (2009) found that while socio-economic background and gender differences existed, all kindergarten children experienced a wide range of multi-literate practices in their homes that comprised print and paper-based literacies and techno-literacies. It was also found that parents held different views about the role that techno-literacies played in learning to read and write and these views seemed to mirror those of teachers of early years, namely those print and paper-based skills were more highly valued for young emergent readers and writers.

An important factor in comprehending how young children learn to conceive texts, particularly during the period before they enter formal schooling, is to acknowledge that where traditionally print has been the accepted means for delivering the message, multiple

texts now convey their messages equally through image or through a mixture of print and image (Healy, 2000). For instance, while sitting in front of a computer, children learn to read by animating text and by following audio cues, using iconic and directional references in a personalized way. Healy (2000) contends that children's reading in this manner and their responses to the linear constructions of a two-dimensional page are considerably different. Walsh (2008) points out, too, that to read and create multimodal texts, children do need to be able to combine traditional literacy practices with the comprehension, design and manipulation of various 'modes of image, graphics, sound and movement with text.

Moreover, exposure to print. While deliberate exposure to print in the home or in an early years' service is important, there are also other more incidental exposures to print that can be effectively utilized to assist children's early literacy development. Examples include: reading and interacting with environmental print such as road signs, logos/slogans, billboards and television advertisements; reading newspapers, manuals, maps, telephone directories, shop signs, labels and packaging; spelling and defining words; coloring and tracing letters; and making use of the computer for spelling and writing activities (Ortiz, Stile, and Brown, 1999). The singing of 'learning' songs, such as alphabet songs, provides children with examples of rhyme, rhythm and repetition and may act as an effective memory aid (Forgeard et al, 2008).

Drawing on a perspective of mathematics as situated family practice, the ways in which numeracy practices travel with children between home and school and, within those contexts, shape complex and sometimes limited social identities for children (Sowinski, LeFevre, Polyzoi, Skwarchuk & Fast, 2009). Indeed, it is difficult to think of a situation

involving numeracy that does not also include aspects of literacy and language' (Woolley, 2013). The home support for numeracy is focused on everyday mathematics. Within the numeracy field, the debate has been more about the relationship between everyday math and numeracy. This added dimension to numeracy is one which is of use in considering links between home numeracy practices and a multimodal understanding of learning; that is, an understanding of numeracy as being both linguistic and visual in its properties (Street, Baker and Tomlin 2005).

Meanwhile, Haylock and Cockburn (2003) suggest that it is the 'network of connections' between children's concrete experiences, pictures, language and symbols which leads to the mathematical understanding. Montague-Smith and Price (2012) take this further by including real world scripts as a fifth element which might be present in a learning experience of a mathematical concept. They suggest that one or more of the following five elements (physical materials, spoken language, pictures, written symbols, and real world scripts) will be present in any learning experience of a mathematical concept and children will need to be able to make connections from one element to another if a sound understanding is to be achieved. Real world scripts refer to the mathematics embedded in real world tasks such as cooking, cleaning, etcetera and the mathematics which is part of a 'script' in songs, rhymes, or stories (Montague-Smith and Price, 2012).

Furthermore, Bishop (1988) identified the following six basic mathematical behaviors as occurring universally in all cultures. They provide clues as to where to look for daily activities involving numeracy practices both in and out of school. These are counting – what, how, and why we count – using a variety of counting systems in different contexts;

locating which includes finding our way around, travelling without getting lost and relating objects to each other; developing and using different ways to code and symbolize our spatial environment; measuring which includes comparing, ordering and valuing; developing precision and systems of measuring units in relation to what society values; designing including creating objects and artifacts for various purposes in different contexts; modeling and constructing; using ideas of shape, size, scale, ratio, proportion and many other geometrical concepts; playing includes creating and playing games; making and following rules; dealing with chance, risk and probability; logic and problem-solving; strategy and prediction; and explaining which include finding connections, generalizing, predicting, abstracting.

According to Ginsburg, Manly, and Schmitt (2006):

“Learning to be numerate and to function numerately outside the classroom is best done as a social activity, in which people brainstorm strategies, propose alternatives, articulate and defend their reasoning, and learn from one another.”

Barton (2008) argues that mathematics and language develop together so that numerical concepts are both explored and understood through written and spoken language. He believes that the acquisition of language can affect the learning of numeracy either in terms of implications for a learner’s general developmental or due to the structure of the language. Meanwhile, the ‘affective’ component of numeracy includes the beliefs, attitudes and emotions that contribute to an individual’s ability and willingness to engage, use and

persevere in mathematical thinking and learning, or in activities involving numeracy (Ginsburg et al, 2006).

In addition, practices related to numeracy can be viewed as social practice(s) that cut across these ‘communities of practice’ as learners have to apply their mathematical understanding and numerical reasoning purposefully in diverse daily activities both in and out of school (Baker, Street, & Tomlin, 2002). Children and young people have to negotiate how to participate (or not) in the varied social practices associated with the communities of practice they belong to (Street, Tomlin, and Baker, 2005).

Children and younger learners are members of many interconnected and dynamic ‘communities of practices’ (Wenger, 2008). They have to negotiate how to participate (or not) in the varied social practices associated with the communities of practice they belong to (Street et al, 2005). However, there may be quite different values, rules and patterns associated with these. Numeracy can be viewed as social practice(s) that cut across the ‘communities of practice’ as learners have to apply their mathematical understanding and numerical reasoning purposefully in diverse daily activities both in and out of school (Baker et al, 2002).

Authentic familyliteracy events embedded in ‘everyday’ life have personal meaning for learners because they are linked to child’s literacy learning. Gal (2000) identifies three different sorts of ‘authentic’ situations: first, **generative situations** where learners count, quantify, compute, etcetera., manipulating numbers and generating responses, like dealing with simple operations such as calculating a total price while shopping or measuring a shelf; dealing with multi-step operations embedded in text, such as completing an order

form; and making reasonable decisions, such as choosing the cheapest mobile phone deal. Resulting responses have clear right or wrong answers. Second is **interpretative situation** where learners make sense of verbal or text-based messages based on quantitative data but are not required to manipulate numbers, such as interpreting a chart in a newspaper or on the internet reporting youth crime statistics or reading a report of a survey on attitudes to smoking. The response expected in such situations is an opinion or as a result of critical questions that have no clear right or wrong answers. The third is decisions situations where learners find and consider multiple pieces of information to determine a course of action, e.g. identifying ways to use limited resources, such as money and time, and choosing among alternatives. There is no correct answer in such situations, but the person may sacrifice precision or accuracy to save time, money or mental load when deciding on a response and may reach the response in an efficient or non-standard way.

Research shows the impact of the school literacy in home life but in contrast to this, home literacy practices do not have the same impact on school literacy (Cairney & Ruge, 1998). NALA (2010) research suggests that educators use a range of literacy practices daily, often without thinking about the literacy skills involved, to present and share information. McNaught et al., (2000) and Arthur et al. (2001) suggest that even the pre-school experiences that involve multi-literate practices are likely to not only be ignored, but actually devalued in the school setting. Moreover, Schieffelin & Cochran-Smith (1984) investigated home literacy use in 3 different contexts- Philadelphia multi-ethnic, middle class, school-oriented community, a non-literate community in Papua New Guinea, working class Sino-Vietnamese families in Philadelphia found that literacy use in literacy

development did not reflect that of the schools and concluded that a mismatch between home and school need not necessarily lead to difficulties in literacy development. Researchers like Cairney (2002) and Makin (2003) indicate that early success with literacy learning depends on the degree of congruence between home and school reading and writing activities. And any differential early literacy development by gender is affected positively when the school literacy curriculum is aligned with children's reading and writing interest and out of school experiences (Morrow, 2004).

Cairney & Ruge (1998) examined the relationship between home, school, and community literacy. In the study, described the evident literacy practices of 27 families. From these 27 families, there were 37 children, who were observed by the researchers. These children were of primary school age. Each participating family was asked to collect a range data which include audiotaped literacy events, an audit of home literacy resources, a log of all reading and writing activities and photographs of significant literacy events in the home. A total of 130 home literacy events were recorded. Through the data, they have identified four distinct purposes for literacy in the homes and classrooms. These are: literacy for establishing and maintaining relationship, literacy for accessing or displaying information, literacy for pleasure and/or self-expression, and literacy for skills development.

Research on literacy as a social practice has suggested there will be considerable variation across homes even within a community or sociocultural group (McTavish, 2007) and school. Hull and Schultz (2001) have argued that the most fruitful accounts for educational purposes have come from ethnographies of outside-of-school literacies, since

they inform our understanding of future literacy practices and pedagogies. These are not mere skills in using the different media but a completely new culture of peer-to-peer learning, joint knowledge construction and shared expertise (Chandler-Olcott, K.E.L.L.Y., & Mahar 2003; Bryan 2004). It will be even more crucial for teachers to be able to acknowledge and support pupils' identity work and negotiate the boundaries between in and outside-of-school literacies in offering access to varieties of literacy practices (Hull & Schultz 2001).

Heath, 1983 (in Barton, Hamilton, & Ivanic, 2000) found that there was significant variation in the use of literacy practices across three communities in Piedmont Carolinas. Variations include reading where the texts were more likely to be alphabet or number books, real life stories, nursery rhymes or Bible stories rather than written narratives. The parents asked factual about the books to events in their lives. Within the third working class African-American community in Trackton, parents rarely provided book reading events. Instead they used oral stories that focused primarily on fictional stories or the positioning of familiar events into new context.

Meanwhile, Duranti and Ochs, 1986 (in Barton, Hamilton, & Ivanic, 2000) found that the children of families in a Samoan village needed to cope with different forms of interaction across home and school settings. In the family complimenting and praising was a reciprocal process and the achievement of task at home was seen as a social product dependent on the participation of different group members. Snow, 1977 (in Barton, Hamilton, & Ivanic, 2000) on the other hand found that there were variations across class

groups, with working class mothers using more directives than middle class and upper class mothers.

Research suggests that there are benefits in using technology as a tool for literacy development. There have been fewer studies which have indicated how younger children engage with a range of technologies such as television, film, computer games, and mobile phones (Marsh, 2004). Meanwhile, Downes (2002) found that students exhibited a higher level of motivational engagement when using technologies. The high percentage of preschool children in 2003 that actively interacted with computers and computer-related technologies is 66 per cent further accentuates the presence of technology in the lives of individuals at a very young age (NCES, 2005). The central role of television in pre-school children's literacy experiences in the home has been noted by Kenner (2000) in his study. Little is known about families' home activities in relation to techno-literacy. There is dearth on research on techno-literacy practices of young children; hence this study is conducted to identify the techno-literacy practices of preschool-age children.

Studies of children's interactions with digital texts in out of-school settings have drawn attention to the playfulness, agency, and creativity with which they may engage with them (Burnett, 2010). For example, Marsh's (2004) study of the literacy practices of 44 children in Britain aged two-and-a-half to four years of age at home found that children's engagement with television, computer games and mobile phones provided them with a means of pleasure and self-expression. Literacy as skills development was embedded within children's techno-literacy practices, whether that related to learning grapheme/phoneme relationships from watching television or reading texts on the screens

of computer games. In short, children's home literacy events within this study could be mapped on to existing literature in the field, differing only in the extent to which techno-literacy practices were involved (Marsh, 2004). She argued that young children already have an understanding of ICT knowledge and competences when they enter formal schooling as a consequence of differing levels of parental intervention and modeling along with being able to acquire their own new information, abilities and attitudes.

Children's literacy experiences in the home are much broader than paper-based literacy materials, and include techno-literacies (Gee, 2003). Downes (2002) suggests that children as young as three can use computer technology to be creative and represent their ideas in symbols, words, sounds and images. Other research suggests that there are benefits in using technology as a tool in literacy instruction. Technology appears to motivate children and to increase the time they are willing to spend practicing important academic skills. Morrow, Barnhart, & Rooyakkers (2002) found that students exhibited a higher level of motivational engagement when using technological tools.

Families create and sustain environments which ultimately affect the development of the individuals in them. It is known from developmental studies and educational research that family environment is a significant factor for children's literacy acquisition. In fact, research suggests that the best time for literacy interventions to take place is before entry to school. The influences of the home environment like family support along literacy contribute to young children's language and literacy acquisition, and children may benefit from exposure to a variety of reading and writing activities (Goin, Nordquist, & Twardose, 2004). Home literacy environments influence the development of children's listening,

speaking, reading, and writing (Gutierrez-Cellen, 2001). This suggests that a literacy-rich home environment can overrule lower-income families often face.

Research which focused on literacy as a social practice were conducted paying attention on both the functions and purposes of group activity. For instance Anderson and Stokes (1984) studied the literacy events or practices displayed in homes with pre-school children by three cultural groups – African America, Mexican-American and European American in San Diego. The focus in these researches was on the various literacy functions, types, and uses and found different patterns of literacy across the domains. The types frequency and duration of literacy activities that the children encountered within the home event were documented. The types of literacy events were categorized into daily living, entertainment/recreational, educational, news-related, archival-related, and literacy techniques and skills. On the other hand, Purcell-Gates (2000) found great variation on range of literacy use and frequency among 20 poor inner city families representing a range of ethnicities.

A synthesis of types and uses of literacy by Kruger (2005) from a number of research of Anderson and Stokes (1982), Heath (1983), Taylor (1997) are daily living, entertainment or recreational, spiritual, work-related, social-interactional, educational, news-related and archival related. Daily living refers to the literacy activities that relate to ordinary family life including obtaining food, maintaining shelter and health, finances, shopping, paying bills, and caring for the children. Entertainment or recreational refers to the literacy activities that relate to passing the time in an enjoyable or interesting manner. Work-related refers to the literacy activities related to one's place of employment while

spiritual are related to worship or metaphysical endeavors. Moreover, social-interactional are related to written communication with friends or relatives, this is when literacy is used to build and maintain social relationships. Educational are related to increasing one's knowledge, news related are activities to gain information about local state, regional, national or world events or third parties. Lastly, archival-related relate to materials that are saved and referred to when necessary. Literacy techniques and skills was added which refer to the teaching and learning of particular skills.

Much evidence indicates that children's exposure to literacy-related activities at home is important for children's literacy acquisition (Dickinson & Tabors, 2001; Scarborough, Dorich, & Hager, 2001). Cognitive science research stresses the impact of the family and social environment on cognitive development and literacy acquisition of children. Meanwhile, research of Miramontes & Commins (1991) cited in Ortiz & Ordoñez-Jasis (2005) showed teachers feel that very little literacy learning is occurring in the home. There is a strong association between parents' levels of literacy and numeracy and the cognitive outcomes of young children, even when other factors are taken into account. These effects are especially strong for the lowest qualified parents (Hills, Sefton & Stewart, 2009). Moreover research by Snow (2004) and Anderson, Wilson, Fielding (1988) demonstrate that parents who are engaged in a wider variety of activities have children who are better readers.

Doronilla's (1996) ethnography of literacy practices in several marginalized Philippine communities revealed that there is a variety of literacy practices. Parental involvement in learning activities in the home is strongly associated with children's better

cognitive development particularly in the early years (Harris & Goodall, 2007). Parents' attitudes and support for their children's learning influence performance on literacy tests irrespective of socio economic status (Wells, 1987). Cognitive stimulation in the home is the main mediating factor of family poverty in influencing children's intellectual development. Poverty exerts a large negative effect on cognitive stimulation in the home. In turn, this cognitive stimulation environment exerts a large positive effect on intellectual development. Mothers' education exerts a significant effect on cognitive stimulation in the home (Feinstein, Duckworth, & Sabates, 2004).

Senechal & LeFevre (2002) found that the frequency with which parents provide direct support for learning about literacy is as important as home literacy experiences that is a robust predictor of early literacy. Meanwhile, Li (2001) examined the early literacy practices of a three-year-old Chinese girl in her family restaurant in an underprivileged community. Her literacy practices indicate that home contexts have a role in shaping emergent literacy. Her unique home literacy experiences, characterized by constructive, communal, and oral practices, are different from both school practices and those of middle-class Chinese immigrant families. He suggested that there is a need for teachers to re-evaluate classroom practices to help minority children make the transition from their familiar world of home to the unfamiliar world of school. In addition, Martini & Senechal (2012) documented the contexts that parents used to help their child learn about literacy. They found that parents generally reported using a wide variety of learning contexts such as reading storybooks and using familiar household items and street signs. They concluded that parents focus on naturally occurring activities to impart knowledge about the alphabet,

printing, and reading words. They also found that most parents in their sample indicated they often or very often taught their five – year old child names and sounds of the alphabet letters and how to print letters and words. The teaching behaviors of parents included two distinct factors: teaching basic skills such as letter names and sounds and as well as printing one's names and teaching more advanced skills such as reading words.

Pado (2006) explored the home environment of the children which would have influenced directly and indirectly their literacy acquisition prior to going to school and being taught conventional literacy. Data gathering was done through home visitation, to observe the family environment and the interaction among family members, and conducting interviews to the parents and other significant adults in the home, guided by the Home Environment Questionnaire constructed by the researcher for the purpose and validated by a panel of experts composed of a psychologist, a sociologist and a reading specialist.

In Pado's (2006) study, the home environment factors and practices found to influence the development of these literacy behaviors are a) Children who were regularly read to by the parents or the other significant adults showed very good literacy behaviors prior to going to school b) children with good parental modeling in reading and writing performed better in literacy behaviors. Perhaps, when children see their parents reading newspapers, magazines and books, and writing down recipes, list of grocery items and the like, the preschoolaged children realize that reading and writing are important activities and a strong desire to read and write is developed. Children who had experiences of having family trips and outings had better literacy behaviors. Visiting places like the farm, the zoo,

the museum , the park and other interesting places and talking about these could be another great way of developing the children's schemes and literacy at an early age. c) Children who were encouraged to interact with their parents and who were listened to were more confident about their acquired literacy skills. When parents encourage the children to talk about their experiences, their oral language and their ability to organize their thoughts are developed. d) Filipino parents put a premium on education. e) At an early age, discussing with the children what they want to be when they grow up is a strong motivation to learn early. This was evident among the children who performed better in Pado's study. f) The presence of reading materials such as storybooks, magazines, newspapers, as well as writing materials which are readily accessible to children influence greatly the acquisition of literacy. Hence, children in the study who had print-rich environment had early literacy acquisition. g) To some extent, direct instruction of the child, like teaching him/her the letters of the alphabet, and how to write them help a child who is eager to start reading and writing. The children in this study who can identify and write the letters of the alphabet well had direct instruction from the parents and/or older siblings. h) Time devoted to the children. It greatly helps if the parents, busy as they are, allot time regularly to help the preschool-age child by way of reading stories with him/her, discussing the stories, pointing the letters in the book, guiding the child to form correct letter strokes and listening to stories about his/her daily adventures. Parents in the study who attested that they have regular schedule for story reading, and direct instruction, as well as time for family outings, had children who performed better in literacy skills.

Finding in the study of Howell (2008) revealed that each family's diverse conceptions of literacy, including literacy as a set of skills, as a source of entertainment and integral to meeting the needs of daily life. It was also found out that parents engage their children in a structured series of activities and mediated their children's involvement by scaffolding interactions including conversations and behaviors.

Hindman and Morrison (2012) investigated the parenting practices among families of preschoolers in middle income community as well as the contributions of these practices to children's literacy and learning-related social skills. Path models showed that the home learning environment predicted literacy skills. Parents are widely recognized as child's first teachers, providing cognitive and affective input that helps children build literacy related skills (Weigel, Martin, & Bennet, 2006; Senechal & Le Fevre, 2002). Moreover, home learning environment includes the resources whether material or interpersonal to which children have access that can foster their learning about critical content (Evans, Shaw & Bell, 2000). Meanwhile, Burgess, Hecht, & Lonigan (2002) conceptualized three aspects of home literacy environment which are limiting, active and passive home literacy environments. Limiting home literacy environment refers to the social demographic characteristics of parents and the home that have shown to be correlated with children's literacy and language development such as parents' level of education and school experiences.

Meanwhile, research has documented that important connections exist between storytelling practices and literacy practices. Many existing studies, however, tend to characterize storytelling as an oral practice, and as a result, to contrast it with print literacy

practices. While Dyson (2003) do point to connections between storytelling and literacy development, the study focuses on young children. The results of this analysis suggest that storytelling played an important role in participants' lives, and it also shaped many of their literacy practices. Storytelling occurred for these young men in a variety of ways (Perry, 2012).

Research evidence suggests that creating an environment which gives children plenty of opportunities to explore graphical mark making reveals the development of mathematical language and cognition (Athey, 2007). Grandparents and parents provide stimuli and resources to young children's literacy which includes development of mathematical understanding.

It is possible the home environment experienced by the children affects mathematical learning opportunities. A child living with access to a computer or surrounded by clocks may have more opportunity to explore mathematics, learning to tell the time or being able to practice concepts online or with computer games. Siegler and Ramani (2009) studied the effect playing board games can have on young children. Participating in a game with an experimenter, such as Snakes and Ladders, was found to improve the child's performance on subsequent numerical tasks. Therefore, a child will stand to gain in their schooling from living in a home with board games available.

Intergenerational Literacy Transfer

The notion of transfer has been very controversial, conceptually as well as empirically. From a behaviorist perspective, for transfer to occur the transfer task must share specific identical elements with the original learning task. But from a cognitive

psychology's standpoint, the transfer of general skills, such as problem-solving strategies, can occur (De Corte, 2003). Transfer has been studied in the educational context for more than a century. There is no single agreed definition of transfer. Royer, Mestre, and Dufresne (2005) define transfer as a term that describes a situation where information learned at one point in time influences performance on information encountered at a later point in time, emphasizing prior learning more than repetition.

A growing body of research began to suggest that literacy transfer may be quite limited and that one must master literacy rather than literacy. Literacy skills that seem similar to an outside observer, who has already mastered them, may not appear so similar to a new learner. Proponents of this view cite evidence indicating that seeing connections and being able to apply freshly learned strategies to new situations may not occur often and easily for most learners. As one moves into the wide array of literacy challenges facing adults, the problem of transfer becomes even more complex (Mikulecky, Albers & Peers, 1994).

Families often engaged in literacy practices that stemmed from parents' own childhood's and parents tended to report memories of their own literacy experiences that contained emotional elements. They also engage their children in literacy-related activities and scaffolded their children's increasing levels of involvement and responsibility for practices (Howell, 2008) The terms intergenerational literacy and family literacy have been used to describe how literacy is valued and used in the lives of children and adults. They have also been used to describe educational programs designed to strengthen literacy resources by involving at least two generations.

Most family and intergenerational literacy studies and programs share common recognition on the relationships between children and adults, which are considered important and that these relationships affect literacy use and development. For many family and intergenerational programs showed that parents' skills and practices influence the literacy development and school performance of their children as well. These studies examined early home experiences and suggested that they had a profound effect on development of cognitive skills. The notion of parent as first teacher grew from this body of research and influenced the growth of programs that focused on early childhood development.

According to Snow & Tabors (1993) during the last 25 years, a variety of mechanisms have been proposed to improve familial effects on child's literacy. One is the Simple transfer mechanism. Literacy in the simple transfer view consists of mostly print skills. Transfer explanations account for social class differences particularly in the skills of kindergarten children. Social class differences in child performance do not disappear with the supplementation of parental transfer of print knowledge through print and media interventions like Sesame Street and the like. Nowadays, most children even those from families where the parents have little or no education, arrive at kindergarten able to sing the alphabet song and recognize letters.

Another alternative view of parental effects putting emphasis on the parental role in generating a set of literate practices in which children can participate. One of the major parental role then is to model literacy as a practice and establish social literacy practices that children can participate in as a critical part of their lives rather than simply transmitting

or transferring literacy. The social practice view of literacy go hand in hand with the view of literacy as relatively easily acquired and universal.

Opportunities for intergenerational encounters are linked to literacy and oracy development. In the 1980s and early 1990s, literacy studies emerged which view literacy practices from within the social and political context in which they occur. Ethnographers, researchers who seek to understand and document how others make sense of the world, argued that it was crucial to examine the functions and uses of literacy within a given community. Gadsden's (2008) and Taylor's (1997) studies highlighted differences in home and school practices, and in styles of interacting through oral and written language.

In this period, interest grew in exploring how families for whom English is not the native language use languages and literacies. Studies of language use among Mexican Americans (Delgado-Gaitan, 1987), Navajos (McGlaughlin, 1992), Cambodians (Hornberger, 2006), and the Hmong (Weinstein, 1990/1997) for example, illustrate how language and literacy use reflect values, beliefs, and views of the world that are culturally patterned and may or may not be shared by school teachers and others. Ethnographic research makes it possible to document these differences and explore their consequences. As immigrant children gain access to English more quickly than their parents, this makes it possible to identify the role of language and literacy in the intergenerational relationships.

The concept of family literacy is rooted in research from a number of fields. Some findings support theories of the intergenerational transmission of literacy. Literacy as social practices used in daily life, a means of empowerment, or the construction of meaning from experience. Another area of research germane to family and intergenerational literacy

programs is that of family systems theory. From the perspective of the family system, it is viewed as any social unit with which an individual is intimately involved, unlimited by generational or physical boundaries. Families are governed by sets of family rules, spoken or unspoken, that are unique to each. A primary objective is maintaining the stability (homeostasis) of the family unit (thus the possible difficulty of changing family literacy behaviors) and the idea of recursive causality. This means that children shape family life and influence parental behaviors at least as much as the family influences children. Effective interactions between parent and children are fostered through parent-child activities in family literacy programs. Not only are the home and community environment important to developing literacy, but parents also play specific roles in children's literacy development. Parents are undeniably children's first teachers. Research evidence supports at least four areas where they affect children's reading achievement. Parents create a literacy rich environment such as having books and other everyday print materials, share reading and writing activities, exposing children to the naturalness of literacy in their own lives as reading models, and demonstrate positive attitudes toward reading. Haber (2006) who believed that storytelling tradition served as a means for passing down information from one generation to the next.

According to Snow and Tabors (1993), there is direct transfer of knowledge about print, by engaging children in literate practices at home, by ensuring that literacy activities are both fun and meaningful, by modeling the uses of literacy in the home, and by promoting opportunities for children to develop the language skills that will be prerequisite to higher level literacy functioning. With what grandparents and parents do in storytelling

and how they talk about it determine the storytelling practices of the two generations. They play an important role in shaping these practices.

Much research in the field of literacy development documents straightforward transfer effects of parental literacy skills and behaviors which are transmitted directly to children through activities like picture book reading and writing shopping/market list. Most of these effects have been documented during preschool and kindergarten period, the effects on emergent literacy skills rather than on sophisticated reading (Snow & Tabors, 1993). The presence of refrigerator letters, posters, paper for making lists, newspapers and books in the home and parental efforts to direct children's attention to environmental print have similarly been assumed to promote child literacy through direct transfer mechanism (Toomey & Sloane, 1994)

Intergenerational literacy studies share recognition that the relationships between children and adults are important and that these relationships affect literacy use and development. The initial thrust for many family and intergenerational programs drew on research in emergent literacy that showed that parents' skills and practices influence the school achievement of their children like the works of Sticht & McDonald (1989) and Teale (1982). These studies examined early home experiences and suggested that they had a profound effect on development of cognitive skills. Their studies showed that parents' skill and practices influence the school achievement of their children. The notion of parent as first teacher grew from this body of research and children influenced the growth of programs that focused on early childhood development. Additional research has indicated

that much of intergenerational transfer of literacy is due to the parents' use of oral language in their lives (Sticht, 2010).

In a learning family, the intergenerational combination of encouragement and involvement in each other's learning activities by all family members raises aspirations and creates a long-term change in the culture and patterns of learning. Such a family ensures that parents, grandparents and wider family members are active participants in their children's learning as well as learners in their own right (Lamb, 2009). Research evidence highlights the impact on families of the intergenerational transfer of disadvantage from parents with poor literacy, language and numeracy skills to their children (De Coulon, Meschi & Vignoles, 2008). The intergenerational transfer of low aspirations is particularly pertinent given that the quality of the early years home learning environment and parents' (especially mothers') qualification levels are the most important background factors relating to a child's attainment in reading at Year 5 (Sammons, 2008). Parental involvement is evidenced as the critical factor in improving children's achievement above all other issues (Desforges & Abouchar, 2003). This is being supported by Ortiz & Ordoñez-Jasis (2005) who found that parents' involvement in their children's literacy experiences has been shown to have positive outcomes relative to academic achievement.

Research has shown that language experiences and early exposure to literacy are important precursors for children's language development and reading success (Snow, Burns, & Griffin, 1999). Lonigan & Shanahan (2009) recently completed a meta-analysis of research and recommendations focused on critical early language and literacy skills and practices associated with them. The report identified the skills and abilities of young

children (age birth through five years or kindergarten) that predict later reading, writing, or spelling outcomes, and the types of early literacy interventions that promote these early literacy skills. Their findings support the importance of alphabet knowledge, phonological awareness, rapid auto-naming of letters or digits, rapid auto-naming of objects or colors, writing or writing one's name, and phonological memory as predictive skills for literacy development. An additional five early literacy skills were identified as potentially important variables, including concepts of print, print knowledge, reading readiness, oral language skills, and visual processing.

In addition, the language of instruction at school is often different from the language that children and their families use at home and in the community. But additionally, the sociocultural context of the classroom is shaped by the experiences, background knowledge, and social/cultural identities that children bring to a learning activity. Auerbach's socio-contextual model is congruent with the contextual teaching and learning approach to knowledge development. This is based on the proposition that children learn best when the learning is meaningful to them and situated in the context of their social environments. This model acknowledges family-relevant ways of bringing literacy into the home. It acknowledges the positive contributions of family members and takes into account the influence that cultural values and practices have on children's literacy development.

Language Acquisition and Multilingualism

Language is used as a communicative tool and the oral language is the foundation of literacy development. The use of oral language is everywhere. Children learn language first

at home where they hear words from various sources such as family members, some are directed to a child, while others are simply overheard. Talking to children, reading to them, and interacting with them around language and literacy activities creates the milieu in which language and literacy are acquired and developed. The child's oral language experiences or encounters within communicative context of a family are important. According to Hargrave & Senechal (2000) a dialogue with the child such as interactive questioning and shared storytelling promote a number of important emergent literacy skills. One might expect that children in families who talk a lot have larger vocabulary. This exposure to vocabulary at home relates directly to children's vocabulary acquisition.

Vygotsky (1986) suggests that adults' availability for dialogue with children greatly influence children's acquisition. Through exposure, immersion, and practice, individuals acquire their home and community language and also ways of believing, practicing and performing literacy (Gee, 2000 cited in Rogers (2002). Meanwhile, Snow (2004), a leader in the field of literacy and language acquisition, believed that understanding of literacy extends beyond the singular acts of reading and writing. Oral language is simply the ability to understand and express oneself in a language. The oral language skills and structures are necessary for a child to become literate. In a broader context oracy is a more specific subset of skills and strategies within oral language that more closely relates to literacy objectives in academic settings. The role of oral language development, in particular, should not be underestimated for it has been shown to be a strong precursor to early literacy (Burns, Griffin, & Snow cited in Ortiz & Ordoñez-Jasis (2005). Oral language is clearly a crucial part of children's development.

Because language is a social activity, Wells (in Barton, Hamilton, & Ivanic, 2000) suggest that it is not unreasonable to expect differences between children that may be related to their membership of social groups such as families. This has helped in the understanding of the cultural variation that occurs across communities and families in the way that literacy is defined and supported.

Throughout the last 20 years, educational researchers and social policy makers have focused on the critical importance of a child's first five years of life in laying the cognitive and social foundations for all future learning (Bowman, Donovan & Burns, 2001). Much of academic success is dependent on a child's linguistic abilities such as size and depth of vocabulary, listening skills, reading skills, particularly the ability to comprehend print, narrative skills and grammatical knowledge (National Research Council, 2010). All children benefit from language-rich environments that support the development of these foundational early language and literacy skills that undergird later academic performance.

Language development is the precursor to literacy. Language plays a central role in everyday activity within home or family. Language develops through interactions with adults and other children and through a continuous exchange of information between the child and his/her surroundings that language is itself part of what is going on, the action of event (Fairclough, 2003). Language is learned through interaction with adults. Conversations between children and their parents, siblings and other caregivers also enhance language and vocabulary as well as grammar and syntax (Hoff, 2000). Similarly, out of home opportunities including visits to places can foster language skills because of the conversations they had.

Behaviorists focus solely on the environment and what children can pick up from their environment. Behaviorists believe that children's behavior is shaped through experiences with different stimulus-response actions or the use of praise and punishment to achieve the desired behavior. On this premise, it is thought that parents and educators reinforce good communication with attention and praise leading children want to speak and to improve their speech also. There are many criticisms of this theory, the main criticism is that, it does not take into account the complexities and relative rapidness of children's language acquisition.

Behaviorists center entirely on the impact of the child's environment on his learning without recognizing a biological or genetic ability or predisposition to acquire language skills and nativist theory centers entirely on the child's innate, genetic ability to acquire language without recognizing the influence of environmental or cultural factors in any way other than as enabling. Some constructivist theorists argue that the ability to develop grammatical knowledge results from the way the human mind analyzes and organizes information and is not necessarily innate (Johnston, 2005).

Skinner (1957) rejected the concept of language as an abstraction and maintained that language development is strictly behaviorist and that language is learned only through imitation, reinforcement and conditioning. Chomsky (1968) turned Skinner's thinking around and looked at the issues of language acquisition from a rationalist perspective. Chomsky (1968) based his theory on the concept of an innate, native ability to learn language which is biological and genetically pre-programmed and not dependent on the child's intellectual ability or environmental stimulus (Chomsky, 1968). All children have

this built-in Language Acquisition Device (LAD) now referred to as Universal Grammar (UG) to which they import and apply their own mental processes and generalizations while listening to speech. It seems clear that the ability to learn language structures may well be innate and those children's communicative competencies are developed in social situations.

Chomsky (1968) insists that the framework is not affected in any simple way by perception or reasoning. Nativists believe that children are born with an innate ability to learn a language. This could explain how children are able to learn language. In contrast to Skinner's view, the quality of the environment, culture and stimulus no matter how poor, has little effect on the child's capacity for language acquisition. As such even with the most limited input, children are able to make their own language in order to communicate, even if it is not the conventional language of their society and that there is an ideal time, or window of opportunity, in a child's development for these skills to be facilitated. Chomsky's theory dismisses the idea that a child's cognitive ability, environment or social interactions have an impact on the acquisition of language within the knowledge framework inherent in the child. Children acquire their native language regardless of differences in intelligence or background in a young age.

In general, the common theme of constructivist thought is that children actively engage in constructing their learning according to external environmental influences on them. Froebel, the educationalist who opened the first Kindergarten in 1837, recognized that the human mind was an active participant in the learning process which had to reorganize incoming information, to deduce, to discard and to recreate.

Piaget believed on the biological perspective of learning language and argued that children develop skills according to a pre-determined framework. As the child reaches the next stage of biologically determined development, he/she is able to learn the next concept at each point of cognitive conflict arising from the child's experience either through assimilation of the new information within the existing framework or accommodation of the information into a new framework called schema. He therefore believed that language is a representational system which does not really develop beyond egocentric speech until the child enters the concrete operational stage at around the age of seven. At this point, the child is able to abstractly conceptualize with increasing sophistication. Thus, Piaget's perspective differs from behaviorist theory because he acknowledges a biological framework inherent in the mind and differs from nativist theory because he acknowledges the impact of the child's environment on his learning, even if he confines this simply to the cognitive conflict presented by new situations as a stimulus.

In addition, Vygotsky (1978) argued that all cognitive processes, including language, thought and reasoning, are developed in the child through social interaction. He believed that language is a whole concept which includes word meaning, intonation and the dynamics of the social context in which language takes place as key factors. On the otherhand, he argued that language is social and communicative. This idea was taken by Bruner (1983) who established the social-interactionist constructivist school of theory. Bruner regarded interaction as the major form of assistance provided by adults for language development. Language formats such as predictable routine language repetitions used by adults at meals, bath-times, in action songs and reading books together help children learn

how to use language. Bruner's Language Acquisition Support System (LASS) highlights the importance of adults supporting children's language development in accordance with their need – leading conversations and interactions but gradually handing back responsibility to the child for each interaction as they become sufficiently experienced.

Gee (2003) described two theoretical notions namely social languages and genres. Inherent in Gee's ideas is the tenet that literacy practices are composed of specific social actions including ways of organizing, communicating, and exchanging information. Meanwhile, Tomasello (2003) believed that language emerged as a consequence of children's social and cognitive abilities within their learning environment and culture. Like Bruner (1983), he argues that children can learn language only by entering into discourse with more mature language users; children do not learn words through passive association but through active attempts to understand adult speech alongside a variety of actions and conversation contexts. Halliday (1973) also focused on the social aspects of language and discussed language as having macro functions which are ideational language helps children to represent and understand the world around them; interpersonal language is used for conducting social relations and textual language is used for organizing the message or information. He argued that language form or structure grammar is inseparable from the content and social relations.

Children learn language through conversations. People involved in conversation rely on the context to interpret each other's utterances. Through social interactions involving conversations where linguistic and non-linguistic contextual cues are used by both participants, children learn about language. Locke and Ginsborg (2003) regards this as

crucial to supporting and scaffolding children's language development. Parental attitudes, goals, and behaviors related to their child's initial language development influence children's developing language skills language socialization. Gardner and Lambert (1972) were the first investigators to characterize parents' language attitudes as instrumental and integrative. Instrumental language attitudes focus on pragmatic, utilitarian goals, such as whether one or another language will contribute to personal success, security or status. On the hand, an integrate language attitude focuses on social considerations, such as the desire to be accepted into the cultural group that uses a language or to elaborate an identity associated with the language. Baker (1992) cautioned against the assumption that parents' stated attitudes about their child's language acquisition necessarily match their language behavior with the child.

All forms of communication are social and political acts that can be used to influence people and can lead to social change (Comber & Simpson, 2001). Literacy does not only refer to the acquisition of reading and writing skills but also language, culture and oracy, increasingly it involves digital skills or e-literacy as a learning medium for literacy and numeracy. It is considered a social interaction which is developed between people in different contexts and as continuous process (Elfert & Hanemann, 2011). The concept of oracy has been with used since 1965, when researcher Andrew Wilkinson coined it in an attempt to escape the irregularity of 'speaking and listening' and give congruity with the more respected terms 'literacy' and 'numeracy'. Oracy is a skill which normally developing children acquire around the age of five years. Acting out a story in play and being able to take on the role of another, adapt one's voice for different characters and set

the scene without realistic props could also be considered part of oracy. This level of play usually develops around five years of age. Oracy reflects the ability to use language orally for communication purposes. It involves the participation of a speaker in discourse for various purposes.

Vygotsky (1978) on the other hand believed that children learn through interactions with the adults in their lives. The practice that children undertake of their language skills with more competent speakers will make them become skilled of expressing oneself. The interactions children have with others are the most important factor in acquiring language, it is during this event that children gain examples of appropriate language skills and learn skills such as listening and turn taking. Most criticisms of this theory are based upon its failure to recognize an innate ability in humans to learn language.

Oracy is the primary mechanism for the intergenerational transfer of language and literacy from parents to their children. The term 'oracy' was originally coined in the 1960s and refers to the development of listening and speaking skills, including spoken interaction. Oracy is broadly concerned with the complex ways in which language, interpersonal skills and thinking skills work together and affect each other in the social context of home. Based on an analogy with two other key educational terms, literacy and numeracy, the new term was first introduced to emphasize the vital role of talking and listening in children's learning and academic development across the curriculum. It also served to put talking and listening on an equal, or at least more balanced, footing with reading and writing than had been the case previously.

Children use oral language to understand the world around them as they interact with the people in their lives (Snow & Tabors as cited in Snow, 2004). In an increasingly diversified and multilingual world, more and more young children find themselves in an environment where more than one language is used. Language plays an important role in acquiring literacy skills. It is the medium of communication in the home learning activities. Usually it is the first language that a person understands best that he/she speaks most comfortably. It develops one's appropriate cognitive and reasoning skills and enabling children to participate fully in their own community (Valenzuela, 2011). Multilingualism aims to recognize, celebrate, and maintain the identities of the different cultures within a society or nation to promote social cohesion. Language empowers people and their countries. However within a country, the language of power continues to marginalize the minority languages. The minority cultures and languages are marginalized.

The Philippines is a multilingual nation with more than 170 languages. According to the 2000 Philippines census, the biggest Philippine languages based on the number of native speakers are Tagalog (21.5 million), Cebuano (18.5 million), Ilocano (7.7 million), Hiligaynon (6.9 million), Bicol (4.5 million), Waray (3.1 million), Kapampangan (2.3 million), Pangasinan (1.5 million), Kinaray-a (1.3 million), Tausug (1 million); Meranao (1 million); and Maguindanao (1 million). A basic weakness plaguing Philippine education is that many pupils do not understand what their teacher is saying and therefore they cannot follow the lesson. Because the language in school is one they can hardly speak and understand (Nolasco, 2008).

The Philippines is a multi-ethnic country with linguistic diversity. With this, educators must face the reality that Filipinos today live in a society where it is natural to understand and speak more than two languages. In fact, Pangasinan is the largest province in the Ilocos Region, with 44 municipalities. The Pangasinense culture is a rich mix of Malayo-Polynesian, Hispanic, American, and Chinese influences. Recent intergenerational survey revealed that young generation of Pangasinense prefer to speak and write in Tagalog and English instead of their native language, showing a sufficient indicator that Pangasinan is a threatened language (Lomboy, 2007).

Much has been written and discussed about the Pangasinense, yet no definite image comes to mind. There is a strong perception that the province is basically of Ilocano stock, but aside from the fact that Iloko is more widely spoken than "Pangasinan", the defining characteristics end there. The 9th largest ethnic group in the Philippines, the Pangasinense population is concentrated in Lingayen Gulf, Pangasinan Province, in the central area of Luzon Island. Their language is called Pangasinan.

While it is true that no language enjoys a majority advantage in our country, the census shows that 65 million out of the 76 million Filipinos are able to speak Filipino, the national language as a first or second language. Aside from the national lingua franca, regional lingua francas, like Ilokano, Cebuano and Hiligaynon are also widely spoken. English is also a second language or L2 to most Filipinos. According to the Social Weather Stations, in 2008, about three fourths of Filipino adults or 76 percent said they could understand spoken English; another 75 percent said they could read English; three out of five or 61 percent said they could write English; close to half or 46 percent said they could

speak English; about two fifths or 38 percent said they could think in English; while 8 percent said they were not competent in any way when it comes to the English language (Nolasco, 2008).

Many Ilokanos, Ifugaos, Bugkalots, Isinays, Iwaks, Ibanags, Gaddangs, Yogads, kalingas, Isnags, and other Amianan people prefer to communicate in their second language (Tagalog/Filipino or English) than in their regional and minority languages (first language). This could spell the demise of their first languages.

Research demonstrated that language development involves transaction between the child and the environment (Dyson, 2003). Research on language acquisition confirms the complex dynamics of family interaction in authentic interaction. Research by Au (1980), Delgado-Gaitan (1987), Heath (1983), Jordan (1985), Moll and Diaz (1987), and Taylor and Dorsey-Gaines (1988) documented the variety of language uses and literacy events in the homes, families, and communities of culturally and linguistically diverse children. These research studies suggest that all children come from homes where language and literacy are important parts of the daily lives of children. For example, Latino immigrant families traditionally are very interested in their children's education (Delgado-Gaitan, 1994). Soto (1997) and Jimenez, Moll, Rodriguez-Brown, & Barrera (1999) characterized Latino parents as very trusting of schools to educate and work in the best interest of their children. Like most parents, however, they want to be respected. Similarly, African-American, Asian-American, and Native American parents have been characterized as desiring a quality education for their children as well as respect for their culture and values.

Within family literacy, research on early literacy learning shows that children have high literacy in reading and writing for different purposes which occur daily before they begin formal instruction at the kindergarten or grade one level. The positive influence of parent/child interactions around print is well supported by the early or emergent, literacy research: The more interactions around print in the home, the more young children come to school with critical early literacy knowledge and are deemed 'ready to learn' literacy at school Purcell-Gates as cited in Anderson, Purcell-Gates, Jang, and Gagne (2010).

In the last 20 years, research has shown the inter-relationship and mutual reinforcement of reading, writing, and language development in the early years (Kavanagh, 1991). Recent research has highlighted the importance of speaking and listening skills in supporting early literacy development (Catts & Kamhi, 1999). Oral skills in the early years are explicitly linked to later reading and writing skills (Griffin, Hemphill, Camp, & Palmer Wolf, 2004).

Clark & Clark (1977) also emphasized the relationship between the acquisition of spoken language and the emergence of reading and writing, which are complex processes involving the integration of a variety of strategies and skills (Clay, 1979). Language is socio-cultural, the very fabric of family life. Ethnographic studies into the nature of literacy development in families from different socio-cultural and class backgrounds have led to realizations that it is through the patterns of use, the intertwining of reading and writing in daily relationships of different intensities that children come to internalize their being literate (Kenner 2000). Longitudinal research studies (Oliver, Dale & Plomin, 2005) reinforce the importance of early language and literacy-related opportunities, as results have

shown that young children's literacy understandings in preschool relate strongly to later measures of literacy achievement. Moreover, research indicates that there is a benefit to reading in any language (Cummins,1996). Further, there is equal benefit to children when they read aloud to their parents (Tizard, Schofield, & Hewison 1982).

Early encounters with print in three languages help young children to become literate in those experiences. Schwarzer (2001) noticed that Noa, his multilingual daughter was able to discern between the different language text she was exposed to from an early age. When provided with optimal environment, children are fast and efficient learners of one, two, or more languages (Genesee, 2001). This is being supported by De La Luz Reyes (2001) and Moll, Amanti, Neff, & Gonzales (1992). Moreover, children are exposed to language events at home that support their literacy development (Ortiz, 2004). Meanwhile, Datta (2000) provides an example of a five-year old boy, Raki, who could identify and use up to three types of script, Bengali, Arabic, and English, even in one context. Raki learned the different ways to form words in his different languages without any problem.

One of the most significant early studies to document cultural variations in literacy acquisition was the work of Scibner and Cole, 1981 (in Barton, Hamilton, & Ivanic, 2000). They found that Vai people of Liberia used three writing systems for different purposes. Arabic literacy was learned by rote as part of religious practices, English was learned as part of formal schooling, and Vai language was learned informally at home and in the community and for personal communication such as letters. They concluded that each of these literacies was acquired and used for different social and cultural purposes.

Resonating with the emergent literacy perspective, children's active involvement with language and literacy in social context such family provides the foundation for future reading and writing activities (Roskos & Christie, 2001). A common thread in their study is the recognition that literacy experiences in the early years help shape children's assumptions and expectations about becoming literate. From early socialization experiences, children are encultured into literate communities, which view reading and writing as valuable and meaningful in everyday life.

Synthesis

Clearly, the studies presented in the research literature represent research finding related to the present study. For the past decades, there have been a number of studies which have informal understanding of the range of literacy practices in which young children engage in the home. Since the early 1980s, numerous studies have offered valuable insights into the literacy practices engagements of young children in the home like Heath (1983), Cairney & Ruge (1998), Taylor (1983), Taylor & Dorsey-Gaines (1988) Weiberger (1996). These studies have identified increased awareness on the way children acquire literacy in the family. These studies however are conducted in the last two decades of the 20th century when advances in technologies were transforming but intergenerational literacy transfer involving technologies were less understood. Moreover, the studies of Lynch, Anderson, Anderson & Shapiro (2006) and Weigel, Martin, & Bennett (2006) share a feature that parents' literacy beliefs about young children's literacy development and literacy behavior.

The various studies clearly documented that literacy is interwoven into the very fabric of daily life in most families. Based on these research evidence, access to appropriate high quality early language and literacy experiences will enhance young children's development. They failed to acknowledge and build on the linguistic diversity of families. In fact, no research has explored the literacy practices of multilingual families in Pangasinan. More so on the study that explore the relationship between emergent literacy and growing up in a multilingual family. Building on previous studies, this study investigated how literacy is transferred intergenerational by multilingual families. The studies fill an important gap in the understanding the central role of literacy practices of families in multilingual settings.

Evident from the studies reviewed that much work still needs to be done in understanding family literacy practices. That's why this study was conducted to identify the diversity of literacy practices of multilingual families. The present study fills the gap in literature by exploring the literacy practices of multilingual families taking into account the intergenerational literacy transfer of these practices. Previous studies have provided with a good understanding of how literacy practices contribute to children's language skills and literacy acquisition. However, little is known about intergenerational literacy transfer among multilingual families. Previous studies on literacy with families demonstrated that home literacy practices have positive influences on children's literacy acquisition. The present study expands the previous studies by exploring the intergenerational literacy practices of multilingual famil

CHAPTER 3

METHODOLOGY

This chapter presents the research design, participants, research setting, data sources, data generation procedures, data analysis, ethical considerations, and research dissemination and publication used in the study.

Research Design

This study utilized qualitative research. According to Creswell (2012), qualitative research is interpretative research. It is particularly suited for the exploration of an area of study where research is lacking or where much of the research work has been derived from concepts and theory from another area. Hence, it is appropriate to this study because it explored the literacy practices of multilingual families.

Specifically, the study used grounded theory design. According to Glaser and Strauss(1967) a grounded theory design is the discovery of theory from data which are systematically obtained and analyzed. The key elements of the discovery process advocated by Glaser and Strauss (1967) included: (a) the systematic obtaining of data, (b) the constant comparative method of qualitative analysis, and (c) the generation of theory. The purpose is the generating of ideas throughout the process and ending with a unified theory emerging from data and closely linked to, or grounded in data.

Furthermore, this design involves using multiple stages of data collection and the refinement and interrelationships of categories of information (Charmaz, 2006). It is an inductive process in which data is collected for interpretation. Meanings and categories are

grounded in the data, emerging from the data and through the inductive process of analysis, coding, and interpretation.

A grounded theory design, then, is appropriate to this study because it explored literacy practices of multilingual families and utilized an inductive reasoning while generating a theory from the gathered data. More specifically, the researcher used the Straussian grounded-theory to include the literature review. The use of grounded theory allowed the researcher to consider a range of aspects of the participants' world (such as the influence of the home literacy environment, home literacy activities, artifacts, and more) on the literacy practices of the next generation.

Participants of the Study

Purposive sampling was done in choosing multilingual families since the desired participants are rare to locate. Purposive sampling targets a group of people and the purposive sample is a non-representative division of some larger population and was constructed to serve a very specific need or function. The traditional concept of extended family structure in rural areas which includes three generations- grandparents, parents, and the preschool-age child was a major consideration in the study, basically to gain insights about intergenerational transfer of literacy practices.

Moreover, the following criteria were considered in choosing the family participants:

1. The family is composed of grandparents, parents, and a preschool-age child.

2. Grandparents included maternal/paternal grandfather and maternal/paternal grandmother.
3. Parents include the biological father and mother of the child and they should be living together.
4. The family uses at least three languages in their household.
5. The child should be on emergent literacy stage, five years old, either a boy or a girl and he/she is enrolled in a pre-school/Day Care Center (Child Development Center).

Three multilingual families participated in the study. Each family is composed of two grandparents, two parents, and one preschool-age child. According to Boyd (2001) a minimum of two participants is sufficient to reach the saturation. Hence, the use three families or a total of fifteen participants was sufficient.

Each family was composed of maternal grandparents, parents, and preschool-aged child. The presence and participation of maternal grandparents in the three families involved in the study was unintentional and it was not even part of the criteria in the selection of family participants. This is an evidence of the family tradition that most grandparents live with their married daughter or it's the other way around, the married daughter lives with her parents.

In this study, grandparents were referred as the first generation, the parents as second generation and the preschool-aged children as third generation. Their identities were

not revealed for confidentiality and ethical reasons hence they were simply labeled as Family A, Family B and Family C. Each family is presented below:

Family A lives in Bautista, Pangasinan. Both parents are employed. The grandfather works in the farm and the grandmother is a housewife. There is a close age gap between the grandfather and grandmother while there is wide age gap between the parents. The child is a girl and she's enrolled in Barangay Day Care Center.

Family B lives in San Carlos City, Pangasinan. Both grandparents and parents are employed. The child is a boy and he's enrolled in the Day Care Center. Moreover, both grandparents are of the same age. The child's mother is one year older than his father.

Family C lives in Bayambang, Pangasinan. Only the grandmother and the father are employed. Age gaps of both grandparents and parents are close. The child is a boy and he's enrolled in the day care center.

Analysis of the profile of families showed that all parents are college graduate while two of the grandparents were college undergraduate (See Appendix A). Generally, this could reveal that the literacy level of the three families is high. The mean age of grandparents and parents are 54.33 and 29.83, respectively. The age gap between the two generations is more than two decades. This could be interpreted as having a wide age gap between the first generation and the second generation.

Furthermore, all the three families speak common languages which are Iloko, Pangasinan, and Tagalog and this is attributed to the family's language background (See Appendix B).

Research Setting

The participants in this study were all from Pangasinan. The province of Pangasinan has mixed-language towns. It is a province where ethnicity of residents includes Ilocano, Pangasinense, Bisaya, Bicolano, and Tagalog (National Statistics Office in the 2010 Census of Population and Housing). In fact, according to Anderson & Anderson (2007) most Pangasinenses speak two or three other languages such as Pangasinan, Iloko, and Filipino. Therefore, residents of Pangasinan are mostly multilinguals. Since the study requires families who are multilinguals, it was appropriate to choose families in this province.

More specifically, the families reside in the three towns of Pangasinan namely, Bayambang, Bautista, and San Carlos City. Residents of these towns are known to be mixed Ilokans and Pangasinenses and usually use Tagalog as the spoken language in their households.

Data Sources

For the realization of the data generation, the three data sources – observation, field notes, and interview, were used more so to identify, describe, and analyze the intergenerational literacy practices of the three multilingual families. Collecting data from these three sources allowed the researcher to cross-check information and more fully understand the literacy transfer. Hence, data-source triangulation was performed by verifying data from grandparent generations, parent generations, and preschool-age child. Each data source was described below in detail:

Observation

Observation refers to the process of gathering open-ended, firsthand information by observing people and places at a research site (Creswell, 2012). A video is one of the observational sources because it allows to capture the many aspects of interactions. It is a flexible, adaptive medium that permits repeated viewing of literacy episodes/events for purposes of accuracy, objectivity, and verification.

In this study, video-taped data were obtained from the observation. The researcher conducted observations of the home literacy activities of families during literacy and speech events. The observation guide which was developed and used by the researcher was validated by five experts along the area (see Appendix C). The guide was used to back up the videotaped data for a richer description and analysis of the literacy practices.

Field Notes

During the video-taped observations, the researcher noted all uses of prints by the family members using field notes (See Appendix D). The use of field notes supported the video-based observations because aside from being physically intrusive, a video camera limits what can be seen due to its wide angle or close-up features.

Field notes served as a source for documenting home literacy activities during literacy events and speech events. It contained the researcher's understanding of the context, what went on, the setting, who initiated the literacy and speech events and how the significant interactions and impressions were unfolded. It was kept to document and

determine naturally occurring literacy practices of families and used as a supplement in establishing the themes.

Moreover, texts or artefacts used during the literacy events were also noted. Artefacts include any piece of material connected with the reading and writing practices in the homes of the families. These helped clarify what happened during the literacy event. In addition, significant non-verbal and para-linguistic communications were noted and included in the field notes.

Interview

Interview is a [research](#) procedure used in the [social sciences](#), including education and psychology. “A semi-structured [interview](#) is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee” says Lindlof & Taylor (2002). In the study, to supplement the videotaped observations data from the and field notes, a semi-structured interview which has a framework of themes to be explored was conducted.

The oral sharing of participants’ literacy practices and experiences during the interview were recorded. Each interview was done using face to face, in a fairly open framework which allowed for a focused, conversational, two-way communication. The interview schedule was prepared by the researcher in consultation with the family’s availability. Fifteen interviews were conducted having an average of 2 hours and thirty-five minutes for each session per interviewee.

The interview questions were constructed by the researcher (see Appendices E). Two sets of interview protocol were used, one for grandparents and parents and the other is

for the preschool-age child. It is composed of open-ended questions designed according to the research objectives and directed to families' literacy practices in promoting and transferring literacy practices between and among family members. The parts of the interview protocol include profile of family, educational and language backgrounds, and literacy practices which includes literacy beliefs, behaviors, and attitude. The guide was adjusted after each interview to incorporate additional themes and questions.

A test for questions validity was done to ensure that questions were framed sufficiently and in a systematic manner with ethical standards (see Appendix F). Validation according to set criteria such as relevance to the objectives of the research and clarity of questions were done by five experts along the area (See Appendix G).

Data Generation Procedure

Data generation procedures were like "zigzag" process, one of the basic characteristics in grounded theory study: out to the field to gather information, into the workplace, and so forth (Creswell, 2012). In the study, data were generated from videotaped literacy episodes/events during the observations, from the field notes, and detailed conversation during the individual face to face interviews. Data generation was done for a span two months for the three families. On the next page is the research procedure diagram.

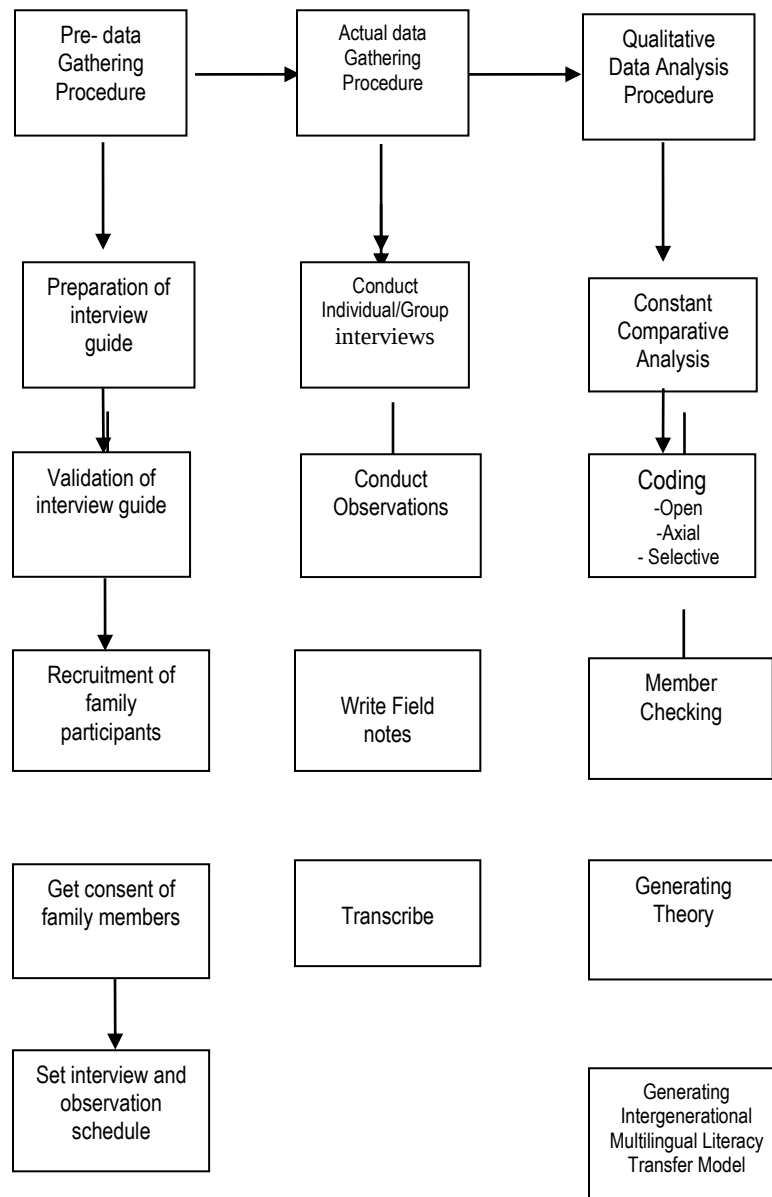


Figure 2.*Research Procedure diagram.*

Data generation procedures in this study has three parts: pre-data gathering, actual data gathering, and post data gathering. Each part is discussed below:

Pre-Data Gathering Procedure

The researcher considered preliminary procedures. A letter addressed to the Child Development Worker/ Preschool teacher, was prepared by the researcher asking permission for an interview for possible help in identification of children- participants in the study. Initial interview to preschool teachers was conducted to locate families for the study. After the identification of the daycare pupils, the researcher through the help of the Child Development Worker/Preschool teacher interviewed the parents/guardians. The set criteria in choosing the participants of the study was considered. This went on until the three family participants have been completed.

Actual Data Generation Procedure

The actual data generation involved three phases: Establishing Rapport with the family, Videotaping, and Interviewing. Each phase is described below:

Phase 1- Establishing Rapport with the Family.

The researcher went to the houses of the family participants one at a time everyday for one week to establish rapport with the families. The first three days were simply meant for informal conversations with the family. This was purposely done for the family to get

used of the researcher's presence in the house. Starting on the fourth day, some episodes of family activities were videotaped however; these videotaped episodes were discarded since the family participants were still conscious of the videocamera. Moreover, the videocamera was situated in one corner of the house everyday even if it was not powered on. This was intentionally done so that they will be used to having a video camera in the house.

Phase 2 – Videotaping

After two weeks of establishing rapport with the families and initial unrecorded videotaping, actual videotaping of families' literacy activities started and recorded. Videotaping was done at different times of the days in any day of the week including weekends to capture a wide range of the family's literacy and speech events. It was done in one month having one hour per episode. Field notes were done during the observations to supplement the video recording data.

Phase 3 – Interviewing

After the videotaping sessions, an in-depth face-to-face semi-structured interview sessions were conducted to grandparents, parents, and the child to gather more detailed literacy practices and confirm the captured literacy practices in the videotaped data. This was done to support the data gathered from the videotaped episodes as well as from the field notes. The interview was conducted one family at a time. All family members were interviewed using the interview guide. Grandparents, parents, and the preschool-age

children were interviewed in a separate session. An average running hours of 8 hours and a half of interview sessions per family were spent for the interview.

All interview sessions were audiotaped. Participants had the language choice in responding. Language of interview depends on the language the interviewees are comfortable with. A follow up in-depth interviews were done to explore in more detail trends about family literacy practices.

Phase 4 - Artifacts Review

Literacy artifacts such as written notes, letters, cards, drawings of the children, and all other print materials were also used to support the analysis of the literacy practices. These were used to supplement data analysis. The description of the materials including the type of the text, language of print, and the context where such material used was done.

Post-Data Generation Procedure

The raw data collected from the videotaped observations and audio-taped interviews were transcribed (See Appendices H& I). The transcribed data were then read and re-read several times and, in addition, the recordings were listened to several times to ensure the accuracy of the transcription. This process of “repeated reading” (Braun & Clarke, [2006](#)) and the use of the recordings to listen to the data, results in data immersion and refers to the researcher's closeness with the data.

Data Analysis

In Grounded theory, analysis of qualitative data is done for generating explanations that further the understanding of social and psychological phenomena. The purpose of data

analysis is to organize, provide structure, and to elicit meaning from research data (Polit & Beck, 2008). Analysis of data generated meaning units and themes and helped the researcher in the construction of theoretical propositions.

Specifically, Hatch's (2006) interpretive analysis was used in the study. Interpretive analysis which according to Hatch (2006) is making sense of social situations by generalizing explanations for what is going on. This kind of analysis is appropriate in this study because explanation of what is going on within the family as they promote literacy is significant to describe and analyze their literacy practices, how these practices are transferred from one generation to another, and helped the researcher in building a theory of the data.

In the study, transcribed observation and interview data during were coded. The field notes were also coded by breaking down each literacy practices according to the research objectives. Coding of the transcripts was completed separately as the data were collected. See Appendix J for the sample coding. This allowed for the identification of major themes and the emergence of categories related to the intergenerational transfer.

Coding is a significant feature of grounded theory. Strauss and Corbin (1990) describe some flexible guidelines for coding data when engaging in a Grounded Theory analysis. After reading the data several times, open coding was done where tentative labels for the data was made. Open Coding is the process of breaking down, examining, comparing, conceptualizing, and categorizing data. According to Corbin and Strauss (2008) open coding entails close examination of the data, breaking it down into facts, making comparisons, and questioning.

In the study, open coding was done by examining the transcribed data line by-line for each observation episode, interview sessions, and data from field notes. Furthermore, the researcher used an open coding scheme for the transcribed video records and interview transcription to identify patterns and group the responses later on into different themes. The researcher arrived at 500 codes from the open coding.

This was followed by focused coding, in which the researcher re-examined both data - the initial codes and identified significant codes. Once the open coding was completed. The newly created categories were labeled and compared with the independently created categories of textual data. Hence, axial coding was performed after the open coding and in the study, there were 15 codes. Axial-coding procedures explored how each of the categories related to one another, which allowed the researcher to transform categories to subcategories and identify broader thematic categories based on the data. This coding is putting the data together in new ways by making connections between the categories. Connections are made among the categories and sub-categories.

After the axial coding, the selective coding was used to identify conceptual ideas which are integrated in the existing categories and there were five codes. Selective coding is the process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development. This is where the main categories were identified.

The codes developed from initial and focused coding helped the researcher form the basis of categories which were developed by the researcher. The process of coding and recoding and further testing of coding, is referred to as constant comparison (Pidgeon &

Henwood, 2004), and the researcher sought to reach a saturation point where no other codes or categories can be identified from the data. Hence, theoretical sampling was used. Theoretical sampling is collecting data for filling gaps to facilitate development of theory. Categories that emerged from interview and observation data were reviewed, the relationships among the categories were studied and presents the substantive theory that emerged.

Using the lens of the intergenerational perspective, the focus was on the literacy practices, and the past experiences of the grandparents and parents along literacy learning and development, as well as, its transfer from one generation to the next. This perspective would facilitate the breakthrough of the intergenerational literacy transfer. From the data sources, the following themes emerged: reading, writing, oral-aural, techno literacy, and numeracy practices. The final stage of the grounded theory is for the researcher to develop theory out of the relationship between the themes identified.

Ethical Considerations

The principle of informed consent was applied in the study hence, a consent form was utilized (See Appendix K). Moreover, the purpose and objectives of the study and how the study will go about including the data needed were explained to the participants. The family participants were informed that they will be interviewed and observed and that each interview and observation session will be audiotaped and videotaped, respectively. They were also informed that all information they provided would be kept confidential and that

their names or any other identifiers would not be mentioned in the presentation and dissemination of the findings.

Summary of findings and theory was submitted to the respondents themselves to find out if they could see themselves in the results and if they saw the results resonating with their literacy practices. Moreover, to verify findings, to assure validity as well as meeting the criterion on confirmability, a member check was employed. Member checks was used to establish trustworthiness of the data collection and analysis. Member checks was conducted to the family participants where the grandparents and parents examined the results and agreed if the findings were consistent with their literacy.

Member checking was done to establish the validity of the research findings. Draft of the coded data and themes were given to the family participants and asked them to comment on the categories check the accuracy of the information. Given no substantial difference between the views of the researcher and the family participants, the categories can be viewed as sound. After the participants have given a positive feedback and the accuracy of the data, finalization of the paper was done. Sample member check document can be found in Appendices L AND M).

Research Dissemination and Publication

The dissemination of research findings is part of this study. It is a very important process of passing on the benefits to other researchers, professionals, teachers, students, and the academic community. In case of this study, the researcher informed the participants of the results of the study. This ensured that all families are aware of the findings. Moreover,

the researcher intends to present this in local, national and international conferences and submit in refereed academic and research journals published locally and internationally.

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered in the study. It includes the presentation, analysis, and interpretations of the literacy practices of the three multilingual families exploring how literacy practices are transferred from one generation to the next which guided the researcher in developing an intergenerational multilingual literacy transfer theory.

The Literacy Practices of Multilingual Families

The home literacy activities of multilingual families were the basic unit of analysis. Using Hatch's (2006) interpretive analysis, explanation of what is going on within the family as they promote literacy was used. The analysis of the literacy activities of multilingual families during literacy and speech events emerged following themes: oral-aural, reading, writing, numeracy, and techno-literacy. From these themes are emerged sub-themes. Table 4 in the next page presents the emerged themes and sub-themes after the analyzing the data.

It can be gleaned from the table that there are various literacy activities carried out in the households of multilingual families. Grandparents (first generation) and parents (second generation) provided varieties of home literacy activities for the literacy development of preschool-age children (third generation). Hence, preschool-age children were engaged in rich home literacy experiences which are byproducts of the literacy

practices of the two generations. Children’s exposure to the family literacy activities is beneficial to their literacy development. Each theme is discussed in the next sections.

Table 4.

Emerged Themes and Sub-themes along the Literacy Practices of Multilingual Families

Emerged Themes	Sub-themes
Oral-Aural Practices	• Storytelling • Oral Language Development • Language Management
Reading Practices	• Teaching the Prerequisites • Print Support • Reading Behaviors
Techno-literacy Practices	• Media and Technology • Media Discourse
Numeracy Practices	• Teaching the Basics • Everyday Math and Numeracy • Family Resources • Practical Experiences in Numeracy
Writing Practices	• Writing Behaviors • Teaching the Basics of Writing • Mediated Joint Writing

Theme 1: Oral-Aural Practices

The first major theme is oral-aural practices. Oral-aural practices are the literacy activities in the homes of families as they promote language acquisition and literacy

development of young children. These include the speech events and interactions among family members during the literacy activities. The matrix below gives the summary of codes: selective, axial, and open codes.

Table 2

Summary of Codes on Oral-Aural Practices

Selective Code (Theme)	Axial codes (Sub-Theme)	Open Codes
Oral-Aural Practices	Storytelling	• Sharing/Telling of personal stories • Stories about childhood experiences in school
	Oral Language Development	• Probing/prompting the child to tell a story • Asking questions • Singing of learning songs
	Language Management	• Codeswitching/codemixing • Translation

The first major theme Oral-Aural Practices is further described in the following sub-themes:

A. Storytelling

The multilingual families are rich in the oral tradition of storytelling. Storytelling is a common oral-aural practice of the families. They considered storytelling as a family tradition and a shared activity. This storytelling activity was present from the first generation to the third. Telling stories allows them to bring some knowledge and understanding of things, events, people, and experience. It is not just taken as a family

activity but it is more than an early literacy development activity for the young children. Therefore, storytelling as a family activity becomes an intergenerational literacy practice of families.

Occurrences of storytelling sessions among families is often situated in the family's routine and ambient activities. This happened in no particular time of the day. Storytelling occurred even during meal time. This was confirmed by Family A during the interview:

Grandfather A: "Nagkukwentuhan kami habang kumakain."

[We tell stories while eating.]

Another common observation among three generations was the use of the same language which is Filipino in telling stories. This was confirmed by Family C and Family B during the interview:

Mother C: "Tagalog, yun na rin kasi yung nakasanayan. At Tagalog talaga ang ginagamit naming sa bahay. Kung sa pangasinan kami magkukwento, hindi maiintindihan ng anak ko."

[We are used to tell stories in Filipino. It's the common language that we use in the house. If I tell stories in Pangasinan (first language), my child wouldn't understand.]

Grandmother B: Tagalog na para hindi siya mahirapan sa school. Tagalog na kasi ang pagtuturo at isa halos lahat na ng tao dito samin Tagalog na talaga ang salita."

[We use Filipino so that my grandchild not have difficulty in school, in school Filipino is used by teachers in fact most people in this speak Filipino.]

Telling stories in Filipino could be related to the multilingual families' dominant language in the households because of the shared belief that learning the Filipino language will make their child/grandchild learn and perform better in school. It is also associated to the social status of Filipino as a prestige language.

Multilingual families mostly utilized fiction in their storytelling activities. When it comes to genre, legends and fables were mostly told by the three families. All three families use legends and fables in their storytelling. First generation is more into telling stories about legends while second generation is more into fables. Grandfather B told in an interview that the story about the *tikbalang* was told to him by his parents. He further said that he also told the story to his daughter (second generation). This was confirmed by his daughter who revealed that she also tells the story when her child (third generation) asks her to retell it. Grandfather B said during the storytelling session:

“May kwento ako, yung tungkol sa tikbalang..kwento ng tatay ko sakin .”

(I have a story, its about *Tikbalang*, A story told by my father”.

It is evident here that there is intergenerational transmission of a fictional story from one generation to the other. In this example first generation transferred the same story to the third generation. In the reported data from the interview with Mother A (second generation) confirmed that such story was told to him by his father (first generation), she said:

“Opo, nakwento po sakin yan ni Papang nung bata pa ko, tandang tanda ko pa.”

(Yes, the story was also told to me by my father. I could still remember.)

The story on tikbalang was also used by the second generation during the storytelling session with the child (third generation) when the latter asked for it. Mother A recounted:

“May mga oras na ipapakwento nya sakin ulit yung kwento tungkol sa tikbalang na kwento ng lolo niya at saka ikinukwento ko na”

(One time my child asked me to retell the story about tikbalang which was told to her by my father then I did the retelling of the story.)

The fable which was common to the three families is *Si Pagong at ang Matsing*. Observed literacy event revealed that listening comprehension has been developed and reading skill as well, predicting outcome or telling what will happen next in particular. Mother B during the observed storytelling session with the child said:

“Ano sa palagay mo ang nangyari?”

(What do you think happened?)

GrandfatherB :

“Sino sa tingin mo ang nanalo?”

(Who do think won?)

GrandfatherC :

“Anong nangyari sa bata?” *(What happened to the child?)*

“bakit di siya nakasama?” *(Why did she not able to join?)*

“Sino yung dalawang bida sa kwento ko? Bakit?”

(Who are the two maincharacters in the story? Why?)

Grandfather C:

“Tama ba ang kanyang ginawa sa paglalaro?”

(Did he do the right thing during the game?)

Stories were used to promote comprehension. Comprehension matters to the three generations. Comprehension activities like asking questions are always present in storytelling sessions. Questions were asked to further enhance understanding. They believed that asking question could help the child construct meaning from text and learn strategies that help her/him comprehend. As such, in addition to values integration, storytelling is practiced to develop listening comprehension. Mother A told:

[I asked questions. Everytime there is a story. It's always like that. For her to understand and I would know if she is comprehending the story. We are used to it. My mother used to do it when I was also young that there is always a question and answer portion.]

Below is the transcript. Grandmother B asked:

“Sino ba ang magaling sa kanila?”

(Who is better from the two?)

Grandparents and parents explained meaning of words/concepts by elaborating on a story item and asked questions about the story told. As such, asking questions is always present during the storytelling.

Likewise, during storytelling, the teaching of values is always present in the literacy events of multilingual families. Grandmother B asked the child:

“Tama ba ang ginawa ni matsing kay pagong? E si Pagong, tama ba ang ginawa niya?”

(What did Pagong do with Matsing? Do you think it was right? What about Pagong, do you think what he did was right?)

“Sino sa kanilang dalawa ang dapat tularan? Bakit?”
[Between the two is worthy of emulation?]

Stories involved character intentionality. They are intended to teach the child values. For the the families, storytelling was used not only to develop oral language, comprehension, and vocabulary but also to teach values. Teaching values then is embedded in every storytelling activity of the families.

Aside from legends and fables, stories told by grandparents and parents include childhood experiences in school as well. In Family A for instance, Grandmother showed an evidence of transferring what her grandfather used to do when she was young. The mother, on the other hand, recalled having storytelling sessions with her mother (third generation). Mother (second generation) adopted the storytelling practice she had with her mother (third generation) to her own child. See the transcription below:

Grandfather C: ***“Yung kwento kung paano nila kami tinurung magbasa at yung mga time daw na ayaw naming pumasok sa school at ayaw naming magising ng maaga.”***

(That story on how they taught to read and those times that we didn’t like to go to school.)

Grandmother C: ***“Tungkol sa kung paano nila ako tinurung magbasa at magsulat.”***
(About how they taught us how to read and write.)

Grandfather A shared that he used to tell created stories and used stories to connect events to actual situations.

“Magkukwento ako ng kwentong pambata pero gawa gawa ko lang.”
(I tell invented stories for children.)

Evident to the families are collocated stories mediated in the storytelling activity. They create their own stories with a structure of beginning, middle, and end, which is an application of a reading skill on sequencing. Moreover, common to the three families was about storytelling was about created stories and stories that they remember utilizing the present situation they are into. Such invented stories and retellings that preschool children hear are rooted from the experiences of the two generations. Likewise, stories about the realities of life like the hardships and struggle in life. Grandfather B told in an interview:

“Kinukwento ko ang hirap ng buhay noon.”
(I tell stories about difficulties in life before.)

Grandfather A told:

“Ang kwento na dapat mag pursige at tumayo sa sarilngi paa.”

(Stories on how how to drive and to be independent.)

From this interview data, story telling is in the context of real life situation and story of the past. As can be noted, there is an evidence of intergenerational transfer of storytelling and that both generations (grandparents and parents) have a common purpose in telling a story aside from oral language development but to teach values and lesson of life. They use real life situations and past experiences to create a story and teach values. The family's literacy beliefs as well as their aspirations in life are reflected in their literacy practices.

First and second generation told stories about events from the daily activities, including experiences they have previously encountered when they were young. The stories were also based on their experiences and the realities of life. Relaying previously read stories is also part of the families' story telling practices.

The practice on storytelling in this family forms part of multilingual families' oral tradition. Their stories are spontaneous and in a conversational tone. Storytelling as revealed by data is an activity occurring in three generations. Stories told dealt with everyday life events and home activities which are delivered in discourse style using Tagalog. Discourse style of their narratives is not that of a storybook but rather of a family conversation. This oral narrative that children had the opportunities to hear is part of their early oral-aural language skills and literacy experiences, in general.

Multilingual families are basically on oral tradition of storytelling. Parents rarely provide book reading events but focused primarily on fictional stories or the positioning of familiar events into new contexts. The use of books when they tell a story is not common. They used real-life stories instead of books. The utilization of the known stories is

transferred through oral delivery of the story. Therefore, there is an intergenerational continuity of storytelling practices from first to third generation. Grandparents and parents pass on their experiences and family history through storytelling which in turn build links for the intergenerational transfer of oral-aural practices.

Storytelling as revealed by the gathered data is an activity occurring in multilingual families in three generations. Sneddon (2000) believed that storytelling has been assumed to support and contribute to children's literacy development. With this, preschool-age children can listen to and enjoy a variety of oral narratives, through storytelling. Their participation in storytelling/story interactions was facilitated by social learning context of the family. This supports Rogoff's (2003) argumentation that home literacy practices that families construct and sustain have a profound impact on children's early literacy development, through their participation in the literacy events embedded within the context of a family. This also concurs with the Social theory of literacy which acknowledges practices in the home where the dynamics of family interactions play an important factor in the literacy development of young children. The current study extends what Sneddon (2000) believed at, that oral-aural practices in the home showed a positive influence in the children's early literacy development.

During the interviews and observations, families shared about stories and storytelling they had. Stories which are either about daily life experiences or crafted/invented. A common practice of the families is to tell stories about family history, personal experience, current family events, and issues. Storytelling for the families is the oral activity of telling, conveying of a story from one another. This proved that families in three generations are

natural storytellers and view storytelling as a natural way to introduce children into the world of literacy. The way the participating families managed to integrate storytelling into their daily life was evident in multilingual families.

Multilingual families recognize that family history/stories are part of storytelling activity. Stories are within the purpose of gaining a sense of family's uniqueness and give meaning to the experience of the family. Families recognize the tradition of sharing the important stories in their lives. This supports Haber (2006) who believed that storytelling tradition served as a means for passing down information from one generation to the next. Varied types of stories, including retellings of actual events as well as fictional and hypothetical stories were part of the literacy practices of multilingual families. The explicit talk they do during storytelling revealed the importance of storytelling in their lives. The three families reported encountering a variety of types of stories in oral formats. Genre of stories include family anecdotes, folktales and family's historical recounts. This study found that through the stories told by the family, children are introduced to story pattern. Therefore, the home provides an ideal setting for storytelling and the family provides the context of storytelling.

B. Oral Language Development

There are rich oral -aural opportunities in the homes which are evident to grandparent-child, parent-child interactions, and grandparent-parent interactions and vice versa. Oral -aural experiences and practices of families in the home context are rich, complex, and varied. Family interactions include talking over the mobile phone, engaging

to daily conversations which include family talk/chat, giving explanations, giving errands, and giving (spatial) directions. It's their way of stimulating the child's language acquisition and promoting language in the home. The oral –aural skills are fostered through regular conversation/interaction with the child. Because of this, children prior to school entry are equipped with rich linguistic resources.

The value of communication for child's learning is highly evident in the two generations; this means that communication is highly valued in the home because of the learning opportunities it could bring to the child's literacy development. The value of talking with the child includes closeness/bonding, aid in learning, communication, language, and knowledge learning. Parents and grandparents generation's oral - aural practices are associated to oral language development.

Multilingual families value communication and tend to use more words and talk situations in their home, for the child to be able to learn language and verbally express himself/herself. Communication among families enhanced the literacy skills of the child. They prioritized child's learning and development of skills and nurturance of interests. Linked to the oral aural practices is the desire to communicate including the need to be socialized, to interact and to emotionally bond with each other. The child's experiences are socializing effects of language and literacy as a social vehicle in the home environment.

Oral -aural practices of grandparents and parents include generating a talk/conversation in any topic/genre in any context to start a conversation. They talk to the child most of the time for language development and learning in general. Parents and grandparents stimulate a more sophisticated adult talk in general context. Engaging children

in active analytic talk in daily conversations generates higher literacy development as compared to when children just engage in short talks. Regular talk and expansion of ideas were used to enrich the communication skills.

Furthermore, they have learned to increase wait time before correcting children's errors and offer more praises or use more contextual prompts. The cognitive support offered by grandparents and parents was and use it as an expansion strategy. Grandmothers and mothers use more contextual prompts and praises than their male counterparts. They employ sentence completion, giving corrections, and prompting during their conversations with the child. Below is Mother A's confirmation to this:

“School ni kuya John Erick, tapos.. ?”

[Kuya John Erick's school, then.....?]

“Maglalaro ka ng -----?”

[You are playing _____.]

“wala na? Bakit wala na..??”

No more? Why no more?

“Ano pa?”

[What else?]

“tsaka?..”

[Then?]

During the observed literacy events of the families, it was noted that preschool-age children were active participants of the storytelling activity. This shows that they also had their stories to tell. Probing/prompting the child to tell a story was an evidence that

grandparents and parents' way to develop the oral language skills of the child. They asked children to tell a story about their everyday experiences, about the TV shows they have watched, and about past experiences.

Probing and prompting the child to tell stories always took place in literacy events during mealtime, TV viewing, siesta time, during family outing and gathering. The families believe that this practice allows preschool-age children to organize their thoughts and practice expressing themselves in a way they think to be comprehensible to others, thereby oral language development is enhanced. Therefore, in probing and prompting children to tell stories, children are informally exposed to language, and vocabulary, communication skills. In the observed literacy events of Family A, the following were noted as they encouraged children to talk so as to develop their oral language skill. This shows that asking questions prompted a conversation.

“Anong binabasa mo?” [What are you reading?]

“Ito lolo ni Dora?” [Is he Dora's grandfather?]

“San yung monkey?” [Where is the monkey]

“Pagkatapos?” [After that?.....]

“Anong ibon?” [What bird?]

“San? Anong pangalan ng ibon?” [Where? What name of the bird?]

Father A:

***“What is your name? “
“What is your name ha...My name is.. “
Where do you live? I live in...***

It was observed that the families showed that even in doing house chore, teaching and learning also took place. Even parents do the same. During teaching time, grandfather told that he strongly believes that in all literacy event, communication is significant. Before he starts teaching the child, he tried to set the tone to convince his grandchild to participate in the learning activity he has in mind.

Mothers and grandmothers always take advantage of teaching literacy skills while they do household chores. While mothers and grandmothers are performing their routine of household chores, literacy learning takes place therefore, it can be concluded that household chores do not obstruct literacy development of preschool-age children. Instead they used that opportunity to indirectly teach children of the oracy skills needed for the lireacy development of children. For the family, there is no waste of time when it comes to the literacy development of young children.

Moreover, it was also observed that while grandmothers and mothers manage to incorporate literacy while doing household chores, their male counterparts' engagements literacy with young children were done when they have finished/accomplished their tasks/routine activities.

It was also observed that repetition of words or phrase is one of the intergenerational practices of the first and second generations. Grandparents and parents use repetition as strategy for emphasis and for greater learning of words and the language as well. When the child, mispronounces a word, it is automatic to grandparents and parents to correct it. When the child gives a poorly constructed sentence, they correct it. This is an evidence of

scaffolding, an application of Vygotsky's (1978) Zone of Proximal Development (ZPD). By giving the correct word or sentence, grandparents and parents used to model the appropriate behaviors and language.

The participants in three generations socially and collaboratively construct language skills which focus on meaning. Social factors were considered by grandparents, they believe that through constant communication, the family would develop a close bond; that by simply talking frequently to the child, the child can learn how to communicate; and that the language will develop automatically through family's conversations. It was revealed that they usually talk to the child during idle time and free time of grandparents when they are done with their household routines and this usually happened during mealtime and while watching television.

They have no specific time of the day and no number of hours to be exact; they take all the chances and opportunities to talk with the child every time they are together. Topics of conversation usually are about events that happened to the child and to any member of the family. The family's practices were practical with a focus on task-based teaching.

Multilingual families interact around literacy opportunities and were challenged by the rich language resources. In examining the role of language used by parents and children during speech events and in family activities (such as dinner-time conversations and when family are together), explanatory talk seemed to be relevant and evident. The immediate or non-literal comments such as those associated with predictions, elaborations, and linking new ideas to previous experiences were used.

In multilingual families, enriching vocabulary is through verbal communication. During conversations, explanatory talk is always present and through this, vocabulary instruction occurs directly or indirectly among family participants, focusing on the words usually asked by the child and on the concept or word they think should be explained to the child. Parents and grandparents respond by employing typical teaching strategy by simplifying and reducing the language to smaller and smaller pieces to help the child understand meaning. At times children learn vocabulary independently through listening. Vocabulary building among families include giving explanation, examples and translation. In conclusion, grandparents and parents recognize the important role of conversation in developing children's language acquisition. These learning opportunities helped the child's literacy development.

The cognitive support offered by grandparents and parents was asking questions. In the three families and in the three generations, using questions throughout their daily interactions was observed. In addition to the findings, there is intergenerational practice on asking questions to develop early literacy along communication and comprehension.

Most common question markers used were *ano* (what), *bakit/ bakit ey* (why), *sino* (who), *kailan* (when) and *saan* (where) most are closed questions and only *Bakit/Bakit ey* could reveal critical thinking. These were used to expand/extend oral feedback communication. The language data which extends the literacy practices are used to focus on the oral - aural practices of families. For the three families asking questions is an important form of communication. Grandparents are more into asking questions to start a conversation while parents asked questions to teach and educate the child. Grandmothers

are more inclined to initiate conversations. They generally ask questions to start a conversation. It is their way of encouraging the child to talk. Grandfathers' questions are generally yes-no questions while grandmothers usually asked open-ended questions. This shows that in the grandparents generation, females require long answer.

With this, it could be generalized that grandparents generation developed oracy skills among their family members by asking questions. As such, oracy is developed through daily conversations which is most often initiated by questions. Therefore, the cognitive support offered by grandparents and parents was asking questions. They considered asking questions as a powerful tool for getting the child's attention and believed to build the child's thinking skills.

The three generations put similar value on asking questions. As can be noted, parents ask questions as a vehicle to teaching skills and values to the pre-school age child. They teach and test young children's knowledge through questions. This implies that parents get the child's answer first before giving the answer. In this way, teaching in parents' perspective is not spoon feeding; they give children a way to be constructive and creative thinkers. On the other hand, they also test the child's cognitive level through the questions they asked. Pre-school age children generation also asks questions to confirm answer and broaden their vocabulary. This is an evidence that children in this stage are inquisitive by nature. Children are critical thinkers and are not afraid to ask.

Moreover, singing together were also among the oral –aural practices of families. They consider it a quality time especially during family bondings. Among the songs taught to the children include ABC, Twinkle, Twinkle Little Star, Humpty Dumpty, and

Alpabetong Filipino. Most of the songs have rhymes and mostly in English. Tagalog alphabets were also learned and the alphabet song in English and Tagalog were sung.

Through songs and rhymes, language is introduced even if the English language is not used in the daily conversations. The use of visual and actions as scaffolding strategies/ practices were observed during storytelling, as such vocabulary is enhanced. Typical to Family C were literacy practices that were related to the practice of their religion. They have novena in their house, they recite prayers and do not fail to go to church weekly.

C. Language Management

Oracy emerges from talk/utterances and is framed by oral language. There were many opportunities to communicate socially in the homes of multilingual families. Family literacy practices carry the goal of understanding how language is used in households of multilingual families and how a preschool- aged child learns to use the totality of literacy learning. The use of Tagalog in communication/interaction was noted among the three families. Meanwhile, translation of words through guessing games were also common among the three families in addition to asking questions were usually done by grandparents and parents. This happens during teaching time as a literacy activity.

Grandfather A: *“Ano ang English ng kalapati?”*
[What is the English word for kalapati (dove)?]

Grandmother A : *“Anong english ng susi?”*
[What is the English word for susi (key)?]

In discourse practices, which families engage in as they support children's literacy during speech events, code mixing is used. Code mixing and code switching was observed

in the three families. Code-switching becomes the communicative code between grandparents and parents generation and serves as the base code of interaction between them. It is part of the linguistic repertoire of the multilingual families. Codeswitching among grandparents and parents is usually in Tagalog to their native language. They had more intrasentential (within sentence) than intersentential (between sentence) code switches. Usually Pangasinan expressions like: *anak na lasika, lasi la ya, lasi kan ugaw, agay layan ugaw alabas la*, and *ay lasi* were used. While Pangasinan tag expressions like *ni, sirin*, and *ey* were also noted. Moreover, Grandparents codeswitched when they were compelled to express anger or strong emotions. One significant observation is that grandparents used Pangasinan and/or Iloko when expressing strong emotions particularly when they are angry or mad or give complains about the child. Therefore, in this situation, Iloko or Pangasinan becomes the expressive language. They also use these when they reinforce a command, emphasize a specific point and express affinity. The switch in language indicates a need to change mood within the conversation. There is indirect transmission of linguistic heritage to the youngest member of the family and because of this learning the native language is implicit.

There is no explicit language planning but the choice is based on the family's practice. The families' language choice is affected by the norms of language use. There are restrictions in the language used in communication at home. The language choice in this family is specific because of the rules involved. The style the family adopts in communication is based on the family's language choice. They have chosen Tagalog as the

language for communication when they are all together. This breeds the neglect of native language.

The evidence of language shift occurs in the three families is well noted. The shift from native language to their primary language reference occurs intergenerationally in two generations (grandparents and parents). During their lifetime, grandparents and parents shift to Tagalog in many conversational situations specifically in the upbringing of their child/grandchild. Therefore, in the successive generations, individuals show a strong preference for Tagalog. The consistent choice of Tagalog leads to increased proficiency in Tagalog and lead young children to decreased proficiency in the native language from the second to third generations. There is little evidence of deliberate and extensive direct instruction on the part of the grandparents and parents of the child.

During family talk, among the three families, grandparents and parents talk either in Pangasinan or Iloko and codeswitch to Tagalog when talking to the child. Child C used codemixing of Tagalog and Pangasinan or Tagalog and English and most of these words are verbs like *naplag* (fell), *naibong* (spilled), *ugip* (sleep), and *mangan* (eat).

Grandparents and parents they work as a team when it comes to language management strategy. They believe that they have direct control over their children's language use, as such parental and grandparental language and the culture orientation is bicultural. They use a common language when talking to the child. The three families therefore find it easier to use a common language which is Tagalog. The one-parent-one language practice is not observed in these families.

Interactions in a meaningful way which include practices on how and when to speak and to whom within a family were evident among the three families in the study. Families used different oral codes depending on who they were interacting with. Language choice is situated on what language to use, to whom and upon what occasion. It is very evident in the three families and choosing Tagalog to talk to the child is common to all. For them, language choice is not a marker of cultural identity but it is chosen for instrumental purpose that is to ensure success in school.

Families are in control of the literacy learning that fits their lives. In the multilingual households, grandparents and parents who are native speakers of two different languages chose to use both languages in the home but use Tagalog as “official” language in the home purposely for the preschool-age child’s language learning. Grandparents and parents believe that the use of Tagalog will help prepare children for school-based learning. They used simple English words at the clause and phrase level for English language like *drink water, come here, stop that, and go to nanay*.

Parents’ common language of instruction is Tagalog. It was also observed that grandparents and parents speak frequently to children using full version of Tagalog. Therefore, the three multilingual families are common in choosing Tagalog as the common language to be spoken with the preschool-age child.

The interactional outcome of language choice in these families is that Tagalog is imposed on their children as their first language. With this, it could be said that there is low level of proficiency with the ability to actively use mother tongue in the family; the families promote early children’s multilingualism even though the exposure of these children to

different languages vary depending on the encounters from their parents/grandparents. As such, codeswitching is common among the families.

Multilingual families, composed of three generations - grandparents generation, parents generation and preschool-age child generation, value early literacy development. Parents and grandparents believed that they have shared responsibility and they support the child's literacy development before enrolling him/her to school. Both generations feel a sense of accomplishment when their children succeed in school and they believe that when they are actively involved in their children's learning, high literacy development could be expected later.

Parents and grandparents provide information on children's development in authentic circumstances. Children's naturalistic exposures to literacy concepts as well as their participation in meaningful literacy events are significant to their literacy development. Early intervention from grandparents and parents is highly observed. There are multiple socially significant literacy activities in the homes that develop literacy skills. Grandparents and parents transmit literacy intergenerationally via oral language skills and the modeling of literacy skills. The earlier they become involved the more profound results of literacy learning is evident in the child's literacy acquisition and development.

Each generation's experiences led to uphold and transfer the value of early literacy development to their children through the literacy practices reflected in their home literacy events and family dynamics. In fact, each generation has reported and acknowledged the extraordinary sacrifices and efforts of their parents to support their early literacy development.

The focus is on the need for rich oral language interactions. In the study, there is little evidence that suggest that language is learned through imitation at any extent. Hence, the child's stance is not to copy the language encountered but only get some words which are mostly expressions like *ta*, *ey*, and *sirin*. In such attempt of understanding the expressions through its articulation, language is constructed. This shows the interactions between adults and children as they encounter literacy are significant in shaping literacy practices more so, the human relationships that surround them are embedded in literacy. Children themselves bring positional framework on language. The families support and value literacy development and they have language negotiation when it comes to the language to be used with the child.

The choice of dominant language to be used in the house was dependent on the second generation's preference. Parents make decisions about the family's language use hence children are the agents of socialization and change in language ecology and family dynamics. In all the three families, Tagalog was a common choice. For them, Tagalog as a language was a means of survival in school and as a tool for better school performance. As such the social role of language in multilingual families is evident. This clearly demonstrates that oral language development involved transaction among family in different generations who are responsible for and determine the language used. Because of this, there is direct intention of language learning and teaching language of children.

In the families studied, children have acquired Tagalog and such language was mostly used in communication and in conversations. The interactional outcome of language choice in these families resulted to codeswitching which is common among the families.

Tagalog is imposed to children and considered as children's first language. Because of this, children have low level of proficiency with the ability to actively use other languages. Therefore, the families do not promote their native language to children in spite of the fact that these children have different exposure levels to the languages which they encounter from their parents/grandparents.

As literacy events unfolds among the family members, both grandparents and parents have common intention as to the language use and in taking the opportunity to teach language to the young child. The focus is on meaning, employing minimal linguistic feedback. Adults adjust his/her speech in favor to the child's language level. Situational use of language was observed in the homes of multilingual families.

Children from multilingual families' background literacy experiences are influenced by their parents' beliefs regarding literacy practices at home. Grandparents and parents are confident in their belief that teaching in the context of family ensures the learning they desire for the child. The family's literacy beliefs, behaviors and attitude are simply the products of their own intergenerational literacy practices. Literacy practices are framed around daily living, entertainment or recreational educational and work-related activities. These parents held the belief that letter recognition was an important aspect of learning to read, particularly at the beginning reading phase.

The literacy practices families do and build on the home literacy activities were meaningful and are challenged by the rich opportunities from different generations. The home literacy events which the multilingual families do and build were challenged by the languages they used which make it more meaningful to the families. Vygotsky's Zone of

Proximal Development and Bruner's scaffolding concept were evident in the households of multilingual families as they promote early literacy development and transfer literacy.

Families engage in discourse or communicative events as they support children's literacy. Children have high linguistic opportunities in their homes. Oracy is unfolded during literacy events. Talk/conversation/ interactions are always stimulated in different contexts such as mealtime, TV watching time, parent-child, grandparent-grandchild conversations during family meeting time, naptime, playtime as well as idle time. The richness in linguistic resources are the byproducts of their family's daily conversations, explanations, family talk, and the daily joint and ambient activities. Moreover, it was observed that during mealtime, free time, family time, play time and nap time contexts where oral-aural acts between and among family members do happen. Therefore, oral – aural practices of multilingual families are evident in different contexts.

Constant and frequent conversation with the child is highly evident. Grandparents and parents generations talk and use questions most of the time as springboard for the child's language development and learning in general. They believe that talking to the child will develop his/her communication skills, vocabulary, and comprehension skills in addition to language learning. They believe that a child learns through communication and interactions at home and that through regular talk with the child, the child in turn can learn to speak well the language.

Though there are few empirical studies that have been reported, parents with dual language goals tend to act more on promoting second language learning than on their expressed desire for mother tongue learning simply because they want their children to

succeed in school. This parental language behavior affects children's dual language behaviors. Hence, these preschool-age children sensed that the home language is less important.

Families capitalize on daily living tasks for learning and communication opportunities and for exposing children to rich oral-aural home literacy practices. Within the family, grandparents and parents mediate in their daily activities and more learning opportunities, resources and time are spent with the child for literacy activities. There was no idle time in the house of families for learning and teaching. During daily conversations including family talk/chat, grandparents and parents listen to children's talk and encourage them to expand on their commentaries by asking questions about their everyday experiences. Through engagement in the daily activities, literacy knowledge is fostered. Moreover, multimodal communicative practices within family homes are apparent. There was a positive relationship between the provided home literacy and transfer of literacy among families.

Employing school-like motivation is also been practiced by the grandparents and parents in the home literacy learning. They believe that English will be learned by children as part of formal schooling and that Tagalog is learned informally at home and it is taught through natural conversations. The common interactional styles observed among families were code mixing by children and code switching by adults.

Language comprehension was observed during literacy events. In multilingual families, language environment is rich in oral input. The abstract regularities of the language is discovered by children through the communicative experiences, the language

data which are immediately available in the home environment and the mediation provided by the More Knowledge Others (MKOs) in the house that is, all family members in two generations.

The linguistic, cognitive, and social dimensions of the oral aural practices of multilingual families are built around the communicative context as the child encounters language input expressed by the family members in different generations. In the language learning of the young children, parents and grandparents are actively involved in demonstrating the dimensions of language as well as mediating and supporting the child's attempt to use the language.

Theme 2: Reading Practices

Reading practices are the home reading-related activities of multilingual families involving print as they promote early literacy development for young children. The table below gives the summary of codes: selective, axial, and open codes.

Table 3.

Summary of Codes on Reading Practices of Multilingual Families

Selective Code (Theme)	Axial codes (Sub-Theme)	Open Codes
Reading Practices	Teaching the Prerequisites	“ba-be-bi-bo-bu” Naming and identifying the letter of the alphabet Sight reading Reading numbers, shapes, colors, names Reading colors Reading numbers Picture/symbol reading
	Print Support	Provision of storybooks Posting poster Buying Newspapers and magazines magazines Buy books, coloring books, educational charts Display of functional print materials
	Reading behaviors	Finger pointing Prompting Reading functional print materials Story/picture reading Reading environmental prints Make predictions Story interactions

The third major theme Reading Practices is further described in the following sub-themes:

A. Teaching the Prerequisites to Reading

Multilingual families are aware of the importance of teaching the basic reading skills like letter identification, numbers, colors, picture/symbol reading on labels and other environmental prints inside and outside of the house. Grandparents and parents however, shared that they don’t know the proper way of teaching their child to read and what they

only know and apply are their experiences when they were taught how to read by their parents and teachers. All three families are common in using the abakada (ba-be-bi-bo-bu) in teaching children to read. This is part of the family's literacy tradition which is transferred from one generation to the next.

Moreover, families shared through the interview that they owned the old abakada book which they have bought at the market and not in a bookstore. The book however was lost if not damaged by flood, hence they resorted to writing the syllables (ba-be-bi-bo-bu) on a piece of pad paper, on a bond paper, or the back of the old calendar.

When asked who among the family members taught the "abakada", common answer was the mother. They do this in no particular time but they do it in greater amount of time in the afternoon and early evening, when household chores have been done. During weekends, teaching was mostly done after lunch.

Meanwhile, basic reading skill such naming and identifying the letters of the alphabet, reading words by sight, reading numbers, shapes, colors, and most specially the reading the family members name, and the child's name in particular. This is evidenced by the school-related activities that they do. This shows that some of the families' literacy practices were patterned to school as pointed out by some researchers such as Street (2001) and Barton and Hamilton (2007).

The three families have a common belief that children learn to read first their name before any other words. Such literacy belief has been passed from one generation to the next. In this case, they value their identity. Another, practice that has been passed on through generations is reading/naming the letter of the alphabet. Aside from simply

memorizing the letters of the alphabet, the families also used a strategy - an application of the letter identification or alphabet knowledge.

This was confirmed by the three families:

Grandmother B: “Yung sa salita sa dyaryo halimbawa, hindi ko ipapabasa yung salita pero ituturo ko tapos sasabihin niya kung anong letra yun. Parang spelling din, pero hindi. Basta ganun ang ginagawa namin.”

[I will point at the words from newspaper then asked him to identify the letters. It's like spelling, but it is not. That's what we usually do it.]

It is clearly showed from the families' literacy practices that the two generations (parents and grandparents) help their child/grandchild to school-related literacy activities hence, the home literacy practices are taken to be related to the early literacy development of children as well as growth in literacy skills like reading, spelling, and others. For these families, these skills are important prior to sending the child to school. This finding concurs to the findings of Lonigan and Shanahan (2009) who supported the importance of rapid auto naming of letters and alphabet knowledge as predictive skills for literacy development.

B. Print Support

Father B told ***“Ini- expose namin siya (child) sa mga printed materials.”****[I exposed my child to printed materials]* is a proof that families have a print rich environment and believe in the worth and importance of having such. Textual artifacts used in teaching basic skills include newspapers, public announcement, magazines, posters, and storybooks/children's books.

Meanwhile, grandparents and parents buy books and create a learning environment for the children where literacy practices are common and viewed as engaging and interactive. They acquired reading materials such as ABC books, storybooks for children, coloring books and charts for enjoyment and for educational purposes. They believed that the acquisition of these reading materials will aid in early literacy development of young children and allowed them to become good readers. Prominently displayed in the homes of the three families were posters and charts of the letters of the alphabet, numbers, clock, and addition and subtraction tables. This was influenced by the belief that displaying educational materials will motivate, stimulate and encourage the child to learn. Such practice was passed on from one generation to another.

Preschool-age children are also exposed to environmental print within their households and in their community. Multilingual families used reading in a similar fashion and purpose having the greatest proportion for daily routines, employing a common language. Table 4 on the next page presents the available common artifacts within the multilingual households.

Table 4.

Available Artifacts of Multilingual Families Related to Reading

Artifacts	Learning Domain
Bills, Grocery list, Calendar	Daily Living
Magazines, Pocketbooks	Entertainment/ Recreational
Bible, Prayer books	Spiritual
Invitations, Letters, Notes	Social- Interactional
Textbooks, Coloring books, Dictionary, Old books, storybooks	Educational
Newspaper	News Related
CD/DVD, Flash drive, Tablet, computer	Technology-Based

Literacy was only occasionally employed for spiritual, social-interactional, news-related purposes and was not viewed as significant in daily living. Below are the artifacts available in the households of the multilingual families. As can be noted, families have print-rich environment and they only differ as to the utilization of the print materials.

Outside the house, public texts include store signs, political signs, texts in tarpaulins found in stores, banners, streamers of announcements, advertisements on bus terminal etcetera. Most of these prints are in English and Tagalog. Parents told that their children read signs in the community for more often through their scaffolding. Therefore, grandparents and parents engaged their children in reading environmental prints.

Meanwhile, while families are outside home like going to church, shopping, and walking along the street, they usually direct children to environmental prints. Such practice implies scaffolding strategy in developing the child's reading ability. This was confirmed by grandmothers:

Grandmother A: *“Habang papunta kami sa simbahan, kung ano yung mga madaanan namin sa signs tinuturo ko tapos tinatanong ko siya kung anong letter yun, kung saang letter nagsisimula ang word na yun.”*

[While going to church I pointed at the signages and asked her to identify the beginning letter the words.]

Grandmother B: *“Halimbawa na lang nung papunta kami sa SM Rosales, habang nakasakay kami sa van, tinuturuan ko siya ng colors sa pamamagitan ng pagturo sa mga bagay na nakikita namin at ganun din habang namimili kami sa supermarket o kaya sa mall.”*

[For example, while on our way to SM Rosales, inside the van I taught him colors by pointing at the objects outside and when we are inside the mall I do the same.]

The value of reading to families is getting through children’s literacy development. Parents indicated that they participated in reading-related activities. When they discussed pictures and meanings, they focused on letters more often than they focused on words or discussed rhymes. Grandparents and parents view reading and learning to read as the primary domain of print and paper-based materials.

C. Modeling Reading Behaviors

Grandparents shared that they participated in the reading-related activities in their respective homes. Some evidence of the reading-related activities in homes of multilingual families which parents’ indicated was that they discussed pictures and meanings and focused on letters and pictures more often than they focused on words or discussed rhymes. Below is a confirmation:

Mother B: “Basahin natin to, Ba-yam-bang. Basahin mo nga itong nakasulat sa plastic, Ito o.”

[Will you read this, Ba-yam-bang. Will you read what is this written on this plastic?]

Aside from this, grandparents and parents encourage the child to orally compare a story event from stories to real life and then ask for predictions of what the child thinks will happen next. One scaffolding practice of the families is modeling reading. They model reading behaviors like holding the book, reading from left to right, reading in silence and reading aloud words, finger pointing, and the like. Stahl (2003) believes on the simple action of finger pointing at words or phrases during storybook reading found to assist children to acquire important skills such as ability to track print and develop alphabet knowledge, phonemic awareness, and word recognition skills. In addition to what Stahl (2003) believes on, families use finger pointing at words or phrases when reading words on labels of canned goods, words they see around the house.

Reading newspaper also emerged as significant activity in the house mostly by grandfathers. In addition, Grandfather A reads pocketbooks for pleasure. Grandmothers and mothers on the other hand model reading by reading electric bills and other bills, reading dosage and instructions on medicine boxes/bottles, and ingredients on food labels.

Meanwhile, grandparents and parents used the expansionist strategies during story reading including the gradual support as children attempted to understand stories. Parents begin the story and do much of the talking in the form of modeling in the making of

predictions. Over time, parents read and encourage the child to take a more active role in reading.

There are enjoyable and engaging interactions between and among grandparents and parents during reading engagements with the child. Families interact positively with their children and create pleasurable reading experiences. Occurrences of story reading session were minimal during the observation time but there are more reading acts using functional prints. There are however, isolated instances of story reading but not on a regular basis. Though, story reading was minimal, it was noted during the observations that children possess reading behaviors. They independently read books based on pictures and this is the opportunity where story/book reading interactions happen that parents and grandparents took advantage. Interactions about the pictures in storybooks and books and even newspapers and magazines were the most common type of utterances during reading.

Story structure was not utilized by the families during story reading discussion. They use what Morrow's (1988) classification of utterances during story reading as immediate content talk, that is having conversations about facts or ideas explicitly presented in the story and non-immediate content talk which is speech requiring one to go beyond what is explicitly stated in the text. Multilingual families use immediate content-talk and non-immediate content talk. This was confirmed by Family B during the observation of a literacy event.

Father B: "Bago pa lang, baguhan pa lang siya sa race. First time niyang sumama sa race. Pangarap niya ito, gusto niyang maging Piston Cup winner kaso madami siyang kalaban, andyan si Rookie Cheeks."

[He's just new in the race. It's his first time to join. It was his dream to be a Piston Cup winner but he has lots of opponents, there's Rookie Cheeks.]

Child B: "Isa daw siyang ah.... Hindi siya mabait, mayabang, bumabangga daw siya tsaka madaya pumunta sa finish line."

[He's a.... He's not kind, he's arrogant, he bumbled and then suddenly he's at the finish line.]

Practices of multilingual families include encouraging children to read, talking with the child about the book, allotting time for teaching the child, buying educational materials like picture books and children's books and giving rewards to get the attention of the child. They also used educational games while teaching to encourage children to learn. This was confirmed by Family A and B during the observation of a literacy event:

Mother A: "Sige nga ikwento o nga samin yang binabasa mo?"
[Will you share to us what you are reading.]

Mother B: "Gusto mo basahin kita ng kwento?"
[Do you want me to read a story?]

Reading practices in the homes of multilingual families include reading ingredients and expiration dates of a grocery items, billing statement, television text (televsual text), list of expenses and reading text messages on phones and computers. Families are more into the perspective of functional reading. Grandparents and parents directed the child's attention to labels of food, containers of milk, junk foods, canned goods, bottled beverages, appliances, including brands of gadgets, and prints in shirts while giving oral feedback. The extracts from the video transcriptions present such literacy practice along reading. For instance, inside the dining area, while grandmother was unpacking the grocery items which

she has bought, the child was so happy to see what her grandmother has bought for her. This was confirmed by the conversation of the grandfather and grandchild.

Grandmother: *Anong milk to? Eto o, ito yong name o basahin natin. Ni..*

Child: *Do. Nido*

Grandfather: *“Ano ang tatak nito?”*

[What is the brand of this?]

Child: *Hanabishi.*

Grandfather: *“Saan yun makikita?”*

[Where could we see it?]

Grandfather: *“Nabasa na natin to dati.”*

[We have already read this before.]

Child: *I.. i.. love..Bora..boracay..*

Exposures to words through print like labels, books, digital/photos, and visual texts on the screen were the opportunities that generate vocabulary building of children. Teaching style of parents and grandparents include oral reading/story reading or story telling.

GrandmotherA: *“Binabasahan ko siya ng story.”*

[I read her a story.]

Moreover, Table 5 on the next page gives the summary of observed literacy activities with the preschool-aged children that involved reading which are common to the three family participants. These were taken from field notes and observations. The

activities were coded with categories as home and school and sub-categories as entertainment, socio-interactional, spiritual, educational, instrumental, and financial. Categories were on the use of activities while sub-categories focused on the purpose of those activities in a family context.

Table 5
Summary of Observed Literacy-Related Activities of Multilingual Families

Family Activity	Category	Sub Category
Reading messages on Facebook and mobile phone	Socio- Interactional	Home/Work
Reading pocketbooks, magazines, newspapers, children's books	Entertainment/Educational/ News-related	Home/ Entertainment
Letter/Word identification	Educational	School
Reading and listing of products	Instrumental	Home/Work
Reading of religious material like novena prayer	Spiritual	Home
Reading DVD titles	Entertainment	Home/Work/ Entertainment
Reading of product labels	Instrumental	Home/Work
Reading ingredients of food labels	Instrumental	Home
Reading movie subtitles	Entertainment	Home
Reading recipe book	Instrumental	Home
Reading and comparing electric and water bills.	Instrumental/Financial	Home
Reading electric and water meters	Instrumental	Home
Reading warranty	Instrumental	Home
Reading a school program	Instrumental	Home
Reading title of tv program/show	Entertainment	Home
Reading invitation	Socio- Interactional	Home
Reading promo ads on TV	Socio- Interactional	Home
Reading barangay communication	Socio- Interactional	Home
Reading instructions for a new purchased gadget/appliance.	Instrumental	Home
Reading doctor's prescription.	Instrumental	Home
Reading grocery receipts	Instrumental	Home
Reading the calendar and clock	Instrumental/Educational	Home/School
Reading a legal document	Instrumental	Home
Reading directions while preparing food.	Instrumental	Home
Reading recipe from a cookbook while cooking	Instrumental	Home

Theme 3: Techno-literacy Practices

The third major theme is techno-literacy practices. Techno-literacy practices are family activities in promoting literacy with the utilization of technology such as computer, internet, tablets, and mobile phones. The matrix below gives the summary of codes along this theme: selective, axial and open codes.

Table 6

Summary of Codes on Techno-literacy Practices of Multilingual Families

Selective Code (Theme)	Axial Codes (Sub-Themes)	Open Codes
Techno-literacy Practices	Media and technology	• TV viewing • Computer gaming • Televisual text • Visual Data
	Media Discourse	• Verbal attention • Extended oral feedback • Questioning • Explaining • Discussing

The fourth major theme Techno-literacy Practices is further described in the following sub-themes:

A. Media and Technology

Multilingual families use technology in their households to develop children's early literacy skills. The screen is a dominant icon in the house. The three generations involved in the study considered technology as part of their daily routine activity as well as in the development of children's early literacy skills. Grandparents and parents use opportunities of utilizing this for early literacy development.

Grandparents and parents claimed that they teach the preschool-age child early literacy skills using the technologies. Preschool-age children likewise confirmed that they were taught of the alphabets, numbers, and words using these technologies and use them for independent learning aside from entertainment purposes especially when the grandparents and parents are busy with household chores. There are four kinds of technologies used by these families: television, computer including tablets, and mobile phones. Moreover, computer games are very much popular to preschool-age children.

It was observed however, that parents regulate the content by guiding the child and do scaffolding. Children were exposed to screen and televisual text regularly. Findings from the observations indicate that watching television is the primary source of televisual texts for the preschool- age children and source of entertainment among the families. This resonates the study of Marsh (2004) who found that television is the primary source of textual pleasure for young children. Visual data on screens (TV, computer, and phones) were also used by multilingual families to focus and extend literacy practices to preschool age children. Activities of multilingual families include watching local news and shows on

TV and surfing the web or browsing/surfing the net, on the phone or tablet for entertainment and information gathering.

In the three families, watching television becomes the unifying ambient family literacy activity. Based from the interview, observation, and field notes data, watching television seems to be the ambient activity for entertainment and leisure of the multilingual families. They are into watching drama series (*teleserye*), noontime time shows, news, and cartoons and these are commonly in Tagalog.

All parents reported that children watched television on a regular basis in an average of five hours a day. The most common in the children is their watching of cartoons in the morning, variety shows during noontime, and *teleserye* at night. During weekeneds, they also watch movies in CDs/DVDs or watch movies in HBO and Star Movies. In the interview, parents were asked about what their children do as they watched television. Two parents responded that their children when viewing alone sat quietly and did not engage in other activities like drawing, writing or reading. These children tend to be passive viewers especially when they like what they are watching and when they are alone watching. Only during TV commercial breaks do children become active.

Data from the other three parents suggested that there are also times that children sat quietly at times but took part in other activities especially during TV viewing with the family. While watching television, the children took part in a whole range of actions like talking about the tv program/show, talking about other things, talking to the characters, playing, singing, dancing, writing, coloring, acting out narratives from the televisual stories, and eating. Grandparents and parents however discuss and converse with the children

during TV viewing. For them, parental guidance is a must during TV/movie viewing. Even if the program viewed is for children. In family C, the grandfather reads newspaper while the family was watching television; from time to time he glances to the television. He believed that the child needs to concentrate while watching television, so he doesn't bother the child. The grandmother, on the other hand, has a different view; she is fond of discussing to the child what they are viewing.

Common to all the families are watching cartoons (in English and Tagalog), news (in Tagalog), and teleserye in Tagalog. They believe that a child can learn while watching television. They believe that by watching, the child can learn language, gain knowledge about the world, and values.

Grandparents and parents also regulate the child's exposure to media and utilization of technology. Preschool-age children are exposed to different kinds of technology because parents resort to technological gadgets apart from television to for the home literacy activities. Techno-literacy has become an integral part of the families' literacy activities due to the accessibility of technology over the years due to the increasing and immediate need for information, entertainment, and communication.

The use of computers and tablets is highly encouraged by families to develop a variety of skills such as reading (letter recognition, word recognition, picture reading) and numeracy as well. Data collected further indicated that young children were developing vocabulary skills which would help them navigate the computer/tablet while playing games like the start button, play again icon, scores, and other icons and symbols on the screen.

In this study, it was the father who modeled playing computer games and provided support in navigating computer games. Children are acculturated into the world of electronic print mediated by mobile phones. The study also found that young preschool age children's encounter with mobile phones and text messaging influence their literacy practices. They are aware of text messaging and knew when a message had arrived. None of these children are engaged in text messaging using the conventional words but they send "emojicons", symbols and simple text message using invented spelling. They know how to give a call but only to a limited phone numbers. In fact, they owned artifacts such as toy computers, laptop, and mobile phones at an early age.

The availability of media and new technologies in the home have impact to the young children's literacy experience. This study showed that young children use technology in their daily home activities. The use of technology such as TV, DVDs, internet, mobile phones, and tablets shape most of the families' current literacy practices. Children experience the richness of techno-literacy practices at home which have been affected by the increase in multimodal literacy experiences in an increasingly digital age. This showed that families adapted and adopted practices that they deemed useful to the present generation. Therefore, the contributions of the multitude of family literacy practices are highly valued.

Techno-literacy activities such as TV viewing is considered by the multilingual families as an ambient family activity and usually happened during their freetime and is highly observed during weekends and nighttime on weekdays. Parents as well grandparents view reading and, in particular learning to read as being primarily the domain of print and

paper-based materials but both generations are accommodating the idea that the use of technology would help children learn to read. With this, they considered techno-literacy practices important and part of their daily lives. Technology then is viewed by the two generations as ‘an addition to’, rather than and ‘as well as’ component of early literacy development of preschool-age children. However, what is clear among parents and grandparents is children do have many opportunities to develop techno-literacy skills, as well as print-based skills in their homes.

B. Media Discourse

Multilingual families turned to media and new technology to facilitate literacy and oracy development of their young children. Media discourses generally in Filipino become localized practices in the home. This leads to the educational benefit of the leisure use of technology and inhibits children to become independent users.

Verbal attention and extended oral feedback of parents and grandparents during television viewing, computer gaming, text messaging, were highly observed. In fact, preschool-age children received more verbal attention, support, and extended oral feedback when they are engaged to technology/media.

While TV viewing is seen as an ambient activity of the families, there are times that TV viewing becomes a personal choice or even a time to be with the child and during this time, adults more often give in to what the child would like to watch. Family A has included teleseryes in their story discussion; instead of discussing stories from books, they discuss the story from *teleseryes* they have watched or have been watching and asking questions was the way they think the child would have learned through the opportunity

from the family activity. Watching television is influential on the child's learning, more so, teaching and learning happen while watching television and with this literacy learning is still in place. Generally, families give in to what the child wants to watch. Even with the children's exposure to screen, families believed that children will learn from TV viewing with their proper guidance and scaffolding.

“Yes matututo din siya basta may guidance from parents or sa aming grandparents or sa kanya habang nanood ng TV.”
[Yes, he will learn with guidance from his parents or from us -grandparents while he is watching TV.]

“Tapos nandyan kami sa tabi niya na naka alalay lagi na nag ga guide sa kanya habang nanonood.”
[We're always at his side to support and guide him while watching.]

There were interactions during computer gaming time among families. Techno-literacy practices illustrate the activities among families about technology like playing video games, interactive games on computers and android mobile phones, educational games on tablets, and educational show on TV screen. They utilize a computer or laptop other than online purposes but use it as an instructional device for young children and for entertainment. It was noted that commercial literacy-based games and educational TV programs were common among the three families. Below are data extracts from the video recording of Family A:

Mother A: “Neng, asan na yung tablet mo? Lika aral na tayo.”

[Neng, where is your tablet? Come on let's study.]

Moreover, multilingual families were engaged in active, analytic talk during TV viewing and usually in Filipino, Because of this, children are trained to be active viewers

and active meaning makers. Grandparents and parents believe that children during TV viewing generates and gain knowledge from it. Such ambient family activity generates more participation and active talk from children because parents and grandparents asked questions to children while watching television and at times children also asked questions while viewing.

Grandmother A: *“Pinag-uusapan namin ang nangyayari sa pinapanood namin.”*

[We talked about what we are watching.]

Grandfather A: *“Kung patalastas naman tinatanong ko siyakung ano ang kulay ng bagay na ituturo ko sa screen o kaya tatanungin ko kung ano ang pangalan ng bagay na pinapatalastas tulad halimbawa ng gatas, shampoo, at iba pa.”*

[During commercial breaks, I pointed at the objects and asked for the color and name of the object for example mil, shampoo etcetera.]

Mother C: *“I connect ang nangyayari sa TV sa totoong buhay. Ini explain ko din sa anak ko ang mga nangyari sa pinapanood namin.”*

[Connect in real life the scenes from the show/program viewed on TV.]

Father B: *“Nagtatanong sa anak at nag-eexplain.”*

[Asking questions and explain to my son.]

Therefore, techno-literacy practices are considered important by parents and certainly present in the daily lives of their children. While watching television, questioning,

explaining and discussing happened among the family. Just by simply asking questions, conversation and discussion evolved.

Mother A: *“Tinatanong ko anak ko at tinuturuan din. Nagtatanong sa anak.”*

[I asked my daughter and I am teaching her also. She’s asking, too.]

Grandmother A: *“Pag nasa tabi ko apo ko yun lagi ko siya tinatanong sa nangyayari sa kwento ng drama na pinapanood namin.”*

[When my granddaughter is beside me, I usually asked her about what we are watching.]

Both generations provided explanation during TV viewing.

Father B: *“Nag eexplain, kailangan kasi na pinapaliwanag sa kanya kung ano man yong pinapanood niya para matuto siya at maintindihan niya.”*

[I explained, he needs explanation about he is viewing for him to learn and understand.]

Mother C: *“Ini explain ko din sa anak ko ang mga nangyari sa pinapanood namin dahil yun ang alam ko na dapat.”*

[I explained to him the events happening in the TV show that we are watching because that is what I know it should be.]

And when explaining they also discuss and connect related scenes to real life situation.

Mother C: *“Nagkukuwentuhan. I connect ang nangyayari sa TV sa totoong buhay.”*

[We tell stories. I connect the events from the viewed TV show in real life situation.]

Grandmother A: *“Pinag uusapan namin yung nangyayari sa tv na pinapanood namin.”*

[We discuss what we are viewing on TV.]

The following comments demonstrate the range of views held by parents and grandparents regarding their children's/grandchildren's techno-literacy skills.

Mother A: *“Ngayon, ang bata matututo sa panonood ng TV, at paggamit ng apps sa tablet o kaya sa cellphone at paggamit ng mga makabagong technologies.”*

[Today a child will learn from TV and using applications on tablets or cellphones and other gadgets.]

Technology prevails in preschool-age children's daily literacy activities but the form, the frequency, and the usage differs among children. Children utilize and respond to technology in different ways. Families in the study were making clear links between acquisition of literacy and oracy skills and new technologies. Likewise, grandparents and parents utilize technology to further regulate child's exposure to media. The present study concurs the study of Synder, 2001 who found out that technology appears to motivate children and to increase the time they are willing to spend practicing important literacy skills,

It can be concluded that there are benefits in using technology as a tool for literacy development of young children in the home context. The learning opportunities which include parallel processing, hand eye coordination, and problem solving skills young children acquired through computer gaming. Aside from developing several literacy skills, children can also learn how to behave as players.

In the study, new media and technology is another social phenomenon shaping everyday family literacy practices and social relations. Therefore, techno-literacy prevails across generations.

While parents view this as useful to the literacy development of young children, they still tend to hold the view that learning to read using books, pencils and paper is more important than developing techno-literacy practices. It is apparent, therefore, that the value of literacy in the home setting among multilingual families was practiced by the parents and grandparents and are supported by technologies.

Family's changing practices is due to children's media culture which includes children's films, computer games, Japanese anime, mobile phones, and digital video camera. For many parents, technology was viewed in the same vein as play or entertainment or leisure and academic as well. Parents highly encouraged the use of computers to develop variety of skills along reading and communication. Hence, the use of techno-literacy complements the more traditional concept of literacy.

Gendered pattern is noticeable. Males are more into technology use. This shows how men in the family had inducted preschool child into technoliteracy. There was little evidence that women were likely to use technology as an aid to the literacy development of young children especially when it comes to computer games. Moreover, children are exposed to print and televisual texts in their quest for meaning-making. Engagement with games motivated children to participate in a literacy-related activities and opportunities. This concurs with Gagnon (1985) that learning opportunities provided by computer games develop a range of skills including hand-eye coordination, parallel processing, spatial and problem-solving skills. It supports the idea of Marsh & Thompson (2001) in Wong (2014).

While techno-literacy practices might be considered important and certainly present in the daily lives of preschool-age children, techno-literacy is viewed as an addition to

rather than an 'as well as' component. What is clear however is that children have many opportunities to develop techno-literacy skills, in addition to print-based skills in their homes. It seems that most parents thought that technology is a useful tool for teaching their children to read and write, however, it was also clear from the grandparents' responses that they believed it was far more important to use books to their children. This also supports the claim of Beavis (2002) that the current definition of literacy tends to include only print and paper-based texts rather than digital texts that the children would read on the computer.

Theme 4: Numeracy Practices

The fourth major theme is Numeracy Practices. These are the home literacy activities promoted by multilingual families to develop the numeracy skills of the preschool-age children. The matrix below gives the summary of codes: selective, axial, and open codes:

Table 7

Summary of Codes on Numeracy Practices of Multilingual Families

Selective Code (Themes)	Axial Codes (Sub-theme)	Open Codes
Numeracy Practices	Teaching the Basics	Counting Number concepts Telling time Telling age Reading calendar
	Everyday Math and Numeracy	computing expenses Writing expenses Functional purpose of numbers
	Family Resources	Number charts Addition charts Clock chart Calculator Print materials (bill and receipts) Board computer games Computer /mobile applications
	Practical Experiences in Numeracy	Value of money Scores during play Rubber bands Grocery items Book pages

The major theme, Numeracy Practices is further described in the following sub-themes:

A. Teaching the Basics

The literacy events in multilingual families showed that numeracy is considered important to the early literacy development of preschool-age children. To develop the preschool-age children to become numerate was one of the literacy aspirations of multilingual families. To develop these children to become numerate, teaching the basics of

numeracy is essential for families. Because of this, teaching mathematical skills is always part of a multilingual family's home literacy activities and became a practice from the grandparents generation (first generation) to the parents generation (second generation).

Teaching basic numeracy skills like counting and number concepts are common and are highly observed among the households of multilingual families. Basis of the families in teaching is the child's age this is the reason why children's first numeracy exposure was about their age. This was confirmed by FatherA:

“Marunong ka bang magbilang? Ilang taon ka na? Ilan yung five?”

[Can you count? How old are you? How many is five?]

Exposures to number concepts include the use of the child's age. Confirmation of the child's knowledge of her age was usually done by asking the child to show it through her fingers.

Father: *“Ilang taon ka na?”*

[How old are you?]

Child: *“five..”*

Father: *“Ilan yung five?”*

[How many is five?]

Child: *“Ganito”*

[Like this.]

Father: *“...5 ba yung ganito?”*

[Is 5, like this?]

Child: *“Hindi po”*

[No.]

Father: *“bilangin mo nga...”*

[Will count count...]

Child: *one, two three, four, five*

Numbers were taught in English and this is true from the first generation to the third and so children count in English. This is the reason why the preschool-age children are more used to count in English even though they are raised in multilingual families. Furthermore, the teaching of numbers in English and counting in English was the multilingual families' literacy tradition. Therefore, all the members of the multilingual families were first introduced to English numbers before Filipino nor Pangasinan and Iloko.

Teachings of mathematical concepts in families are through verbal explanation and demonstration. Learning opportunities are built around family's home activities. On the otherhand, in teaching and exposing the preschool-age children to number sequence, prompting and the 'repeat after me' were used.

Teaching the concept of time in English was also observed among families. Concept of time was taught orally by grandparents and limited to hours such as one o'clock, two o'clock and so on. They use a clock chart in teaching which is posted on the wall.

Grandfather A: *"Di namin tinuturo ang numbers sa Tagalog e. Maski kami noon English na."*

[We are not teaching numbers in Tagalog, even us before we were taught of English.]

Grandmother A: *"Opo may chart ng numbers. Pinapabasa at pinaparecite namin yan sa English. Sa anak ko noon walang chart"*

pero sinusulat ko sa kupon nakapaskil din tulad nyan. E di parang chart chart narin yun di ba?”

[Yes there is a number chart. We asked him to read and recite in English. There was no chart before but I wrote the numbers on a bond paper which I displayed just like posters/charts]

Mother A: “Nagsusulat ako ng numbers 1-100 sa cartolina pinapabasa ko. May chart din siya. May stick ako ituturo ko yung number at sasabihin niya kung anong number. Siya din ginagamit niya ang stick ko.”

[I wrote numbers from 1-100 using a cartolina. There is a chart, too. I usually point at the number and he will identify it. He also used my stick.

Grandparents and parents’ numeracy practices aside from oral counting and oral telling of the time is reading the calendar and/or exposures to dates. In telling the day, grandparents use Tagalog such as *Lunes, Martes..* and so on while parents use English days – Monday Tuesday,,, and so on. Both generations, however, use English in giving/naming dates and even on names of the months. Hence, children from multilingual families are not exposed to the names of the months in Tagalog nor in Pangasinan/Iloko.

B. Everyday Math and Numeracy

Home support for the numeracy skills development of preschool-age children is highly visible and noted during family dynamics. Occurrences of everyday math and numeracy activities are observed among multilingual families. The way numeracy is used on an everyday basis within multilingual families of three generations showed that numeracy is a social practice.

Financial literacy is part of the family's numeracy practices. Common to the three families is dealing with family finances. Families deal with family finances like computing expenses as the most frequent family literacy practices using numeracy skills. Computing expenses is the most frequent family literacy practices using numeracy skills. In the three multilingual families, all grandmothers and mothers are models of listing down expenses than their male counterparts.

While grandmothers and mothers are more into financial literacy than their counterparts, a difference is noted in the use of technology. Another difference is noted where they write their expenses. In addition to manual computing, grandmothers at times use a digital calculator while mothers use calculator application in their mobile phones. Grandmothers, who seemed to be forgetful due to age, use the calendar to write the expenses while mothers use a small notebook such as in the case of Mother A, and loose paper posted on the refrigerator (Mother B and C). Children, on the other hand, do the same thing during playtime. They do mock play on listing and computing expenses.

Rich numeracy experiences are part of the family-participants' home literacy activities. The importance and relevance of developing numeracy skills to preschool children is very significant. The use of everyday objects and materials in the home is important for developing preschool-age children's understanding of numeracy in real-life context. Young children need for learners to be provided with meaningful contexts in which to develop their numerical understanding and skills. These family resources are essential among multilingual families to make connections from 'mathematics' lessons to everyday

applications. Hence, numeracy-rich learning environment should be provided for young children.

Numeracy teaching among multilingual families is related to functional purposes when the families do their everyday home activities. This suggests that numeracy practices are embedded during family interactions. This further show that the way multilingual families carry out numeracy in everyday life is often very different to the way mathematics and numeracy are taught in the classroom because mathematics is taught in mother tongue (Pangasinan or Iloko in the case of Pangasinan).

C. Family Resources

Grandparents use household materials to teach number concepts and counting and took opportunities of the home activities. Parents, on the other hand, use number charts, addition charts, and computer applications.

***Father B: “Sa numbers may chart siya na nakasabit.
Pinapabasa namin at pinapa recite.”***

[We asked him to read and recite the numbers on the chart.]

This supports Parks & Bridges-Rhoads (2009) that there should be more understanding of the value of family resources when shaping the mathematical expectations for young children.

Common household materials are used to teach counting and the concepts of numbers. Number charts, addition charts and clock chart are posted on the walls of the house. In Family A, these are posted in the living room and bedroom, Family B in the dining area, while Family C in the bedroom. Other print materials like water and electric bills and grocery receipts were also posted on the refrigerator door and in a small cork board hang on the wall as to the case of Family C.

Other numeracy skills involved among multilingual families are exposures to games with numerical content such as scores during play with board games like snakes and ladder and scrabble and other games utilizing scores like basketball and passing/throwing of balls. It was found out that grandfathers and fathers are more involved in games/play than their female counterparts when it comes to game-based or play-based numeracy skills development of preschool-age children.

The mathematical concepts of addition and subtraction, were indirectly taught. It was observed that the teachings of mathematical concepts in multilingual families are through verbal explanations and demonstration conducted during the family's home literacy activities.

It was also observed that common to the grandparents and parents was the use of numbers in Pangasinan/Iloko or Filipino in their communication or utterances.

***Mother A: “Sige na kunin mo na a..isa,
dalawa...kukunin mo ba? Tatlo...”***

[Get it, one, two... are you going to get it? Three....]

Hence, it could be concluded that grandparents and parents teach number concepts in English and only use counting numbers in Filipino during play and in events that involve impatience of waiting. With this, children are indirectly exposed to number concepts in Filipino or native language.

Multilingual families have high verbal interactions during teaching and use English and Tagalog. Parents, on the other hand, relied on the use of instructional materials like number charts, CD, puzzles, play cards, and books/workbooks. These materials are all in English.

D. Practical Experiences in Numeracy

Grandparents relied heavily on their practical experiences in numeracy in teaching their children and grandchild. The use of grocery items in counting was observed in Family A.

Grandfather B: *“Yung mga pages ng libro yun pinabasa ko.”*

[I asked him to read the pages in a book.]

Child B:*Madami akong storybooks. Binibilang ko mga mga pictures doon. Opo may mga pages po. Binabasa ko din po yun.*

[I have a lot of storybooks. I counted the pictures. Yrs there are pages which I also read.]

The use of technology was part of the numeracy practice. Teaching numbers and numbers in two digits and concepts of addition was observed using the calculator in Family C. Transcription is on the next page.

Mother C: “Ipindot mo yung sasabihin ko ha..57.5 plus 29 plus 11.25 equals”

[You press the numbers that I will tell, 57.5 plus 29 plus 11.25 equals.]

Child C: 97.75 ano pa po? Sige pa po..

[9.75. What else. Have some more.]

Below is the interview transcription of Family B showing intergenerational transfer of numeracy practices using rubber bands in teaching counting:

Grandmother B: Naalala ko nga may goma ako na binili sa anak ko e, pinabilang ko sa kanya lahat yun.

[I remember I have bought my child rubber bands and asked to count them all.]

Mother B: “Rubber bands. Binilihan ako ng magulang ko ng isang box. Bilangain ko daw.”

[My parents bought a box of rubber bands and they asked me count.]

Child B: “Binibilang po yung rubber bands ganun at madami pa po ako na binibilang. Up to 10, minsan 20 lang, kaya ko po 100.”

[I counted the rubber bands and many more from 1 to ten, sometimes until 20. I can count 1 to 100.]

Basic concept of addition was introduced and it was done orally. Transcription of Family B on the next page:

Father: one plus one?

Child: 2

Father: a... 1 plus 3?

Child: 4

Father: 2 plus 2?

Child: 4

Mother: 1 plus 5?

Child: a... 5..ay 6

The mathematical concepts like unit of measurement (grams, ounce, money (price), years have been used as literacy development utilizing home opportunities and available materials. This was confirmed in the observed literacy event of Family C:

Mother C: “Very good. O halika turuan kita..dito mababasa yung bigat nito.. o tignan natin – 340 grams. Yan ang bigat ng spam.Bigat – weight.Ulitin mo nga?”

[Very Good. Come here I will teach you. You can read the weight here... let’s look – 340 grams. That is how heavy the Spam is. Bigat is weight in English. Can you repeat?]

Child C: 340 grams

Child C: yung bigat nitong spam. May 12 O-Z pa po dito.

[That’s the weight of Spam. What is this 12 O..Z here?]

On the otherhand, the interview transcripts below show the teaching on money concepts and value and observed literacy event in Family C, respectively. Transcriptions are on the next page.

Father A: *“Tinuturuan din namin siya ng money, yung totoong pera na ang gamit. Para alam niya ang value ng pera.”*

[We teach her about money concepts so she will know the values of money.]

Mother C: *Tignan mo nga sa resibo kung magkano yan?*

Child C: *9.75 po.*

[Will you look at the receipt how much is that?]

As can be noted from the transcriptions, the use of visual strategy was utilized in teaching mathematical concept.

Findings of this study along numeracy practices support the findings of Street, Baker & Tomlin (2005) that numeracy is used on an everyday basis within families. Among the six basic mathematical behaviors as identified by Bishop (1988), counting, playing and explaining are common among the multilingual family participants.

Furthermore, preschool-age children's experience along numeracy is inseparable to literacy and language rather than seeing it as a separate discrete skill. As reflected from the numeracy practices of multilingual families, home numeracy practices of multilingual families reflect a multimodal understanding of learning as a linguistic and visual. Episodes of family dynamics of the three multilingual families show teaching mathematical concepts through visual, gestural in a conversational style. This was confirmed by Grandmother B:

“Gusto nila yung may nahahawakan at nakikita.”

[They want to hold and see the object.]

Drawing on the perspective of intergenerational transfer of literacy practices, the transfer from one generation to another is through verbal, gestural, and visual using available resources at home and common commercial charts.

Theme 5: Writing Practices

The fifth major theme is writing practices. Writing practices are home literacy activities promoted by families across generations to develop the writing skills of the preschool-age children. Multilingual families develop the writing skills of children through the varied home literacy activities. These activities are situated in literacy events set by families. Table 8 below gives the summary of codes: selective, axial, and open codes.

Table 8
Summary of Codes on Writing Practices of Multilingual Families

Selective Code (Theme)	Axial codes (Sub-Theme)	Open Codes
Writing Practices	Modeling Writing	Writing grocery list, notes, and appointments
		Writing events on a calendar
		Answering puzzles
		Writing letters on a paper
	Teaching the Basics of Writing	Writing names
		Writing letters of the alphabet
		Drawing
		Coloring
	Mediated Joint Writing	Physical demonstration
		Parental scaffolding
		Game-like manner
		Experimenting writing

The fifth major theme Writing Practices is further described in the following sub-themes:

A. Modeling Writing Behaviors

It was observed that grandparents and parents model writing to preschool-age children. Literacy materials available in homes of multilingual families include functional materials like notes, bills, and grocery lists. Common writing activities of multilingual families across generations include writing grocery list, notes, and appointments including significant events on a calendar. Grocery lists and notes are usually posted on the refrigerator door. Calendars with written notes on significant events are also posted on walls. Below is the mother-child conversation when Mother A was writing a grocery list:

Child: ***“Mommy, ano sinusulat niyo?”***
[Mommy, what are you writing]

Mother: ***Mga bibilhin natin sa CSI.***
[The grocery list that we will buy at the CSI (grocery)]

The exposure of the child to a literacy activity like this will motivate the child to write. The role of parental support through modeling writing behaviors for literacy development. The affective quality of interactions is evident. With this, the use of literacy among families is seen in an authentic context. Parents provided low level support for children’s approximation of sound-symbol correspondence in writing. Written texts on notes and grocery lists are mostly written in English. Some are written in Filipino and minimal in Pangasinan and Iloko.

Another finding was the answering of puzzles in newspapers mostly by fathers and grandfathers. This was confirmed during the observed literacy event of Family A and C:

Child A: “Paano yan?”

[How is that?]

Father A: “Sasagutan mo to. Ilalagay mo ang sagot ditto sa square.”

[You are going to answer this. You will write the answer inside the squares.]

Electronic writing of text message on mobile phones and messages on facebook and messenger were also observed among multilingual families. Puzzles in Filipino and English were used by fathers and grandfathers. Text messages and messages in social networking sites were mostly in Filipino, at times combination of Filipino and English and very minimal in Pangasinan or Iloko.

Below is the summary of writing activities done by multilingual families. Data are from field notes and observation.

Table 9

Summary of Writing Activities Done by Multilingual Families

Family Activity	Category	Sub Category
Writing DVD titles	Entertainment	Home/Work/ Entertainment
Writing messages on Facebook and cell phone	Socio- Interactional	Home/Work
Listing of products	Instrumental	Home/Work
Writing cell phone numbers	Interactional	Home
Writing of diaries and appointments on calendar	Instrumental	Home
Filling up financial forms, writing date and amount of loan payment	Financial	Home
Completing number puzzles	Educational	School
Writing expiration dates on medicines	Indostrumental	Home
Writing menu for the day	Instrumental	Home
Writing enrolment form	Educational	School
Encoding reports on computer	Instrumental	Home/Work
Writing needed school supplies	Educational	School
Writing numbers for lotto and “jueteng”	Entertainment	Home
Writing scores for board games like snakes and ladder and scrabble	Entertainment/ Educational	Home
Drawing and writing on a white board	Educational	School
Scribbling	Educational	School
Writing on a wet soil	Instrumental	Home
Writing the alphabet	Instrumental	Home

B. Teaching the Basics of Writing

Writing practices are closely linked to the key literacy-related outcomes in preschools/schools like writing the letters of the alphabet, and child’s names, drawing, and coloring. Teaching writing was done by families across generations. They write the letters of the alphabet on a paper and would ask the child to trace and copy. Father B shared:

“Sa pagsulat naman gagayahin nya yong sinulat ko na letra. Trace niya. Ang natatandaan ko sa mga magulang ko yong isusulat na nila yong mga letra

tapos pinapagaya nila sakin sa isang papel. Kaya yun din ang ginagawa ko ngayon sa anak ko.”

[In writing my son will copy the letters which I wrote. Trace them. I still remember how my parents write letters and asked me copy on a piece of paper. That's why I also do the same with my son.]

Here, the intergenerational transfer of teaching writing through copying is visible.

Aside from writing the letters, using the child's name in writing instruction was used.

Mother C told:

“Isusulat ko ang name niya sa papel at sinasabihan ko na gayahin niya ng dahan dahan.”

[I write my son's name on a paper and I asked him to copy it slowly.]

Families are more on print support rather than graphophonic support when writing child's name. In understanding the writing system, the significant role of parental mediation in enhancing writing skills of young children was seen in the three multilingual families. This concurs DeBaryshe-Binder & Bell's (2000) finding that mothers' beliefs concerning their children's literacy learning at home were related to the frequency with which they reported engaging their children in writing activities.

Drawing is one of the common writing activities among multilingual families. During family dynamics, drawing was observed as part of the play. Parents, on the other hand, incorporate play while teaching the child to learn writing, with this, children will be motivated. Most of the time, the activity is self-initiated especially when children are alone and playing. Children's interest in writing and their attempts to write were observed. They print letters, understand alphabetic principle as they write, explore ways in writing, and

compare their writing with adults' writing and printed materials. Most of the times preschool-age children explore writing independently through drawing. It's their own way to express their thoughts and feelings. Grandparents and parents take a lead role in the joint writing activity. Grandfather A told:

“Sa pagsulat sasabihin ko sa kanya na magsulat kaming dalawa o kaya mag drawing. Mahilig mag drawing ang apo ko e. Nagkukulay din kaming dalawa.”

[In writing, I ask him that we write together or draw. My grandson is fond of drawing. We also do coloring together.]

C. Mediated Joint Writing

Maternally mediated joint writing interactions were observed in the families. Maternal mediation in writing was also noted between mother and child and grandmothers and child. Grandmother placed a hand over their grandchild's to physically demonstrate proper way of writing purposely to enable the child experience the flow of the pen on the page to write each letter. They have shared the same practice with their own children when they were teaching them to write. The child's mother did the same thing when teaching her children to write. The constructivist approach was also evident in the study where there is parental scaffolding of writing. Children are active in finding ways to master the system in a game-like manner. They are highly motivated to experiment with writing. This supports Cairney & Ruge (1998) who identified literacy practices as literacy for pleasures and/or self-expression.

Children view writing as part of play rather than a school task. Grandparents and parents believe that drawing as a writing activity offers young children another way to tell

their stories. For the two generations (grandparents and parents), asking the children to draw does not follow that they are developing them to become architect or any field that requires skill in drawing. This concurs with Shuker & Terren (2013) who believed that many children use drawing as a means for expressing their thoughts, emotions and comprehensions of their world.

Drawing was intentionally done as an early literacy development particularly in writing. Grandparents and parents let children draw purposely to develop writing skills and fine motor skills. They buy educational materials like coloring books and they give it as a reward or as a gift to encourage and get the attention of the child.

When drawing, children use pencil, at times a ballpen, crayons, and water color. When asked, who taught them how to draw, the following were the responses of the three children:

Child A: "Si Daddy ko po tapos si lola ko."
My daddy and grandmother.]

Child B: "Si Mommy, daddy at lolo."
[My mommy, daddy and grandfather.]

Child C: "Ginagaya ko lang po sa picture. Tapos po tinuturuan po ako ni mama at ni lolo sa drawing na hindi ko alam."

[I copy from pictures. Then my mom and grandfather taught me how to draw objects that I don't know how to draw.]

To motivate children to write, grandmothers and mothers allot time in teaching the preschool-age children. Preschool-age children were intimately involved in writing and at times engaged in a demanding writing task from their grandparents and parents. Mother A told:

“Halika magsulat na tayo. Kunin mo yung papel mo dun at magpractice ka na magsulat.”

[Come let's write. Get your paper and you practice how to write.]

Mother B:

“Kopyahin mo nga ito diyan sa papel mo. Kunin mo yung writing book mo mag practice ka magsulat na.”

[Copy this on your paper. Get your writing book and practice how to write.]

Mother C:

“Magsimula ka dito papunta sa right. Left to right. O tignan mo kung paano ako magsulat.”

[You start here going to the right. Left to right. Oh look at how I write.]

Self-initiated letter forming activities were observed among preschool-age children. Letters written down by the children alone include drawings, scribbles, invented spelling and conventional spellings. The child writes on his/her own during playtime where scribbling, drawing, and writing letters, and names were observed. This is what Cairney & Ruge (1998) as literacy for self-expression. Likewise, this resonates what McNaughton (2002) viewed ways in which families support literacy learning. One of which is personal activity/activities. Personal activities according McNaughton involve the child when practicing a specific form of literacy on their own like scribbling, drawing, playing, and the like. Copying words was also observed as the child copied on paper the words/texts he/she can see around the house. Just like when Child C told:

“Ma, tignan mo o, marunong na ako. Ginaya ko yong nakasulat sa box ng pabango mo.”

[Mom look I know how to write already. I copied what is written on the box of your perfume.]

Parental support for preschool-age children’s writing may be minimal, however, it is uniquely linked to key literacy related outcomes in preschool. The frequency of children’s participation in literacy activities, the quality of mother’s engagements with child and provision of age-appropriate learning materials were observed. Spelling is also enhanced during the writing activities. Mother C told:

“O isulat mo ang ii-spell ko ha. S-A-F-E-G-U-A-R-D.”

[You write word that I will spell. S-A-F-E-G-U-A-R-D.]

4.2 Emerged Intergenerational Multilingual Literacy Transfer Theory

From the findings of the study, emerged Intergenerational Multilingual Literacy Transfer (IMLT) Theory was generated (See Figure 3). The emerged theory spawned the transfer of literacy practices across generations through home literacy activities.

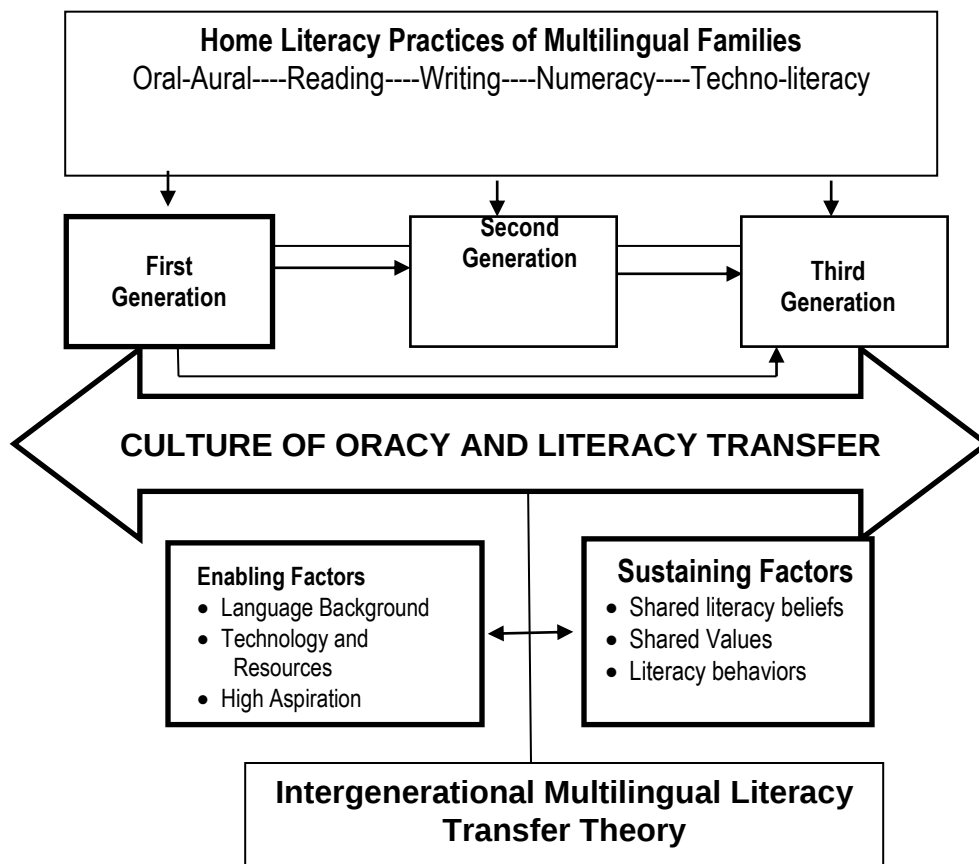


Figure 3 *Paradigm of the merged Intergenerational Multilingual Literacy Transfer Theory*

In this study, **literacy is as a construct involving intergenerational practices that impact multilingual families in different generations.** The emerged theory is based on the premise that literacy practices are by products of the literacy experiences of a multilingual family in three generations. This is an output of having explored literacy practices of three multilingual families considering the intergenerational transfer framed in the social

learning, language acquisition, and family literacy theories. Taken together, the five literacy practices which are oral-aural, reading, writing, numeracy and techno-literacy led to the development of the emerging intergenerational multilingual literacy transfer theory.

The emerging intergenerational multilingual literacy transfer theory acknowledges the role of grandparents, parents, and a preschool-age child as they interact, adapt, promote, maintain, and sustain literacy activities from the oldest generation. Most grandparents and parents based their literacy practices on the way they were raised. They have their own histories with respect to literacy practices and their current literacy practices reflect the intergenerational practices of the youngest generations in the family. Therefore, the literacy practices are strongly shaped by grandparents and parents' literacy experiences as well as their desire to prepare the preschool child for school and later success and achievement.

In understanding how literacy practices are transferred within the homes of multilingual families, the study has seen the importance of the literacy activities of the families as they promote literacy development of young children. The intergenerational multilingual transfer theory has been fruitful in exploring young children's learning experiences within the family who are multilinguals. It suggests that literacy transfer occurs when one generation's literacy practices influence that of another family member's literacy practices and from this, literacy in this study is viewed as a construct that develops, improves, and expands the literacy activities one already has through generation; it is in a wider perspective of transmission of knowledge and practices across generations. Moreover, literacy practices which include parental attitudes and behavior and involvement in home learning activities are crucial to children's learning. Hence, the significance of the

sustaining factors is considered and these are family's shared beliefs, shared values and literacy behaviors.

However, due to changing of times grandparents and parents adjust their role to facilitate intergenerational literacy transfer. These are referred in this study as the enabling factors. Enabling factors include language background including languages spoken, technology, resources, and the high aspirations on education by the families. These are variables which can be continually added or modified according to the changes of family's context and the society's demand. This changes brought about by the enabling factors could spell the family's obtaining situation. Therefore, it could be understood that family literacy culture is not transmitted but acquired through the process of adapting and interacting with one generation's practices to other generations' practices.

Generally, the enabling factors serve as the foundation of family's culture of transfer which is often unique in every family. Initially, this is the baseline point of transfer seemingly a foundation for accomplishing any literacy task. Using different languages in the households of multilingual families play an important role in children's language and literacy development. The languages parents choose to use have significant impacts on children's understanding, experience, and regulation of the language as they create meaning in the home literacy activities. Therefore, language plays a key role in literacy practices because it allows the families to create meaning-making activities that will promote literacy development. In this way, Transfer of intergenerational practices among multilingual families is transactional and strategic.

Point of transfer is controlled by the generations' enabling factors. The three generations authentic collaboration between the grandparents' generation and parents' generation do happen. The collaborative partnerships of the two generations contributed meaningfully to a child's literacy development. The support given/provided has two routes – direct route (represented by the continuous line) and the indirect route (represented by the broken lines) which bind the three generations and mediate child's learning. It is the zone showing the families engagement in daily activities which are reflection of combinations of these practices. Literacy development is developed along this continuum where grandparent being the first generation is a primary influence which is being supported by the child's parents.

Grandparents and parents' attitude and support for the children's literacy influence their literacy acquisition and development. The literacy practices of these families shape the children's literacy development in terms of opportunities, recognition, and interaction models available to them. Therefore, learning in families can provide enough interaction that facilitates transfer. Their involvement serves as a powerful force for academic preparation of the child hence a synergy is noted because of shared beliefs and values.

The literacy practices of multilingual families are influenced by generation views, beliefs and attitudes in the family. Multimodal forms of literacy were used throughout the day by the participants. Families provide learning opportunities in both direct and indirect ways which are socially/ individually constructed in the practical accomplishments of everyday activities. Transfer of literacy practices across generation is visible/evident in multilingual families. Grandparents, parents, and children are agents of literacy practices

who make choices and decisions about the activities and language. **Literacy therefore, is a built-in component of every family's everyday home activities.**

The IMLT Theory has been conceptualized based from the three theoretical proposition culled from the analysis and interpretation of the data generated from the study. Theoretical propositions are statements of ideas generated from the results of the data gathered. It also explains each significant component of the developed theory. Below are the four theoretical statements:

Theoretical Proposition 1: The literacy practices of multilingual families encompass a wide variety of home literacy activities along the emerged themes: oral-aural, reading, writing, numeracy, and techno-literacy practices (See Figure 4).

Literacy practices are always influenced by the families living together. The family network in three generations – grandparents (first generation), parents (second generation), and preschool-age child (third generation) demonstrated literacy practices along oral-aural, reading, numeracy, writing and technoliteracy. Figure 4 shows the the intergenerational transition from one generation to another involves a tapestry of complex literacy practices along oral-aural, reading, writing, numeracy, and technoliteracy. These literacy practices supported the literacy development of the preschool-age child and give the opportunity to enrich children's learning and improve their chances for success in school later. The connecting part in between the literacy practices link between learning in one literacy practice and learning in other practices. The circular image shows the fluidity of the five literacy practices of multilingual families.

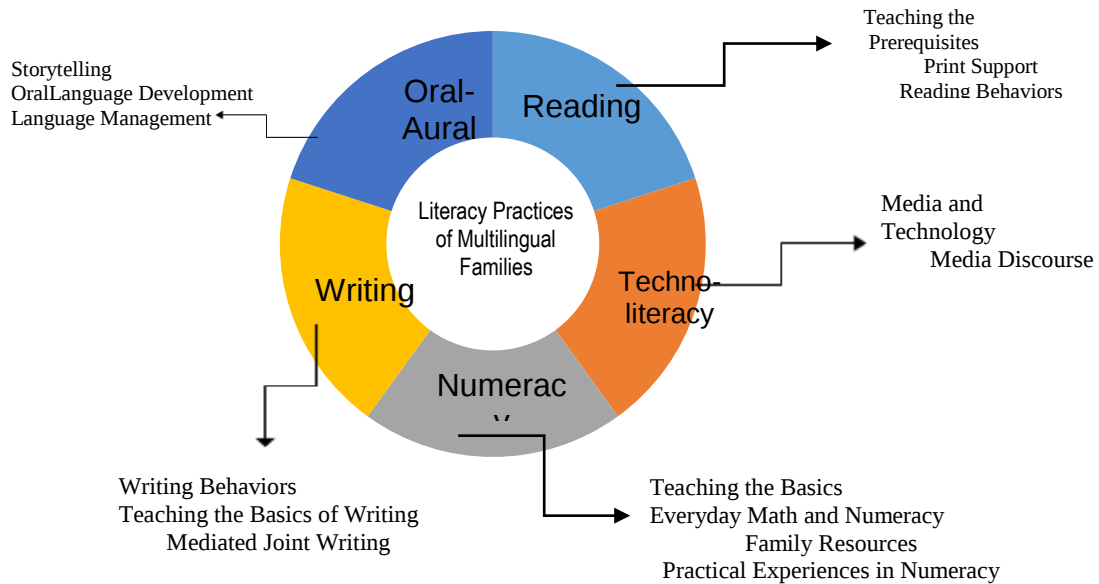


Figure 4 *Home Literacy Activities of Multilingual Families*

The social and family-based literacy experiences of preschool-age children in multilingual families are rich. The families' home literacy experiences which are influenced by their language background including their spoken languages in the house, their culture of oracy and literacy, and their personal interests as readers and writers contributed to the early literacy development of young children.

Theoretical Proposition 2 Oracy and literacy transfer are simultaneously embedded in the home literacy activities which are constructed by the multilingual families (See Figure 5).

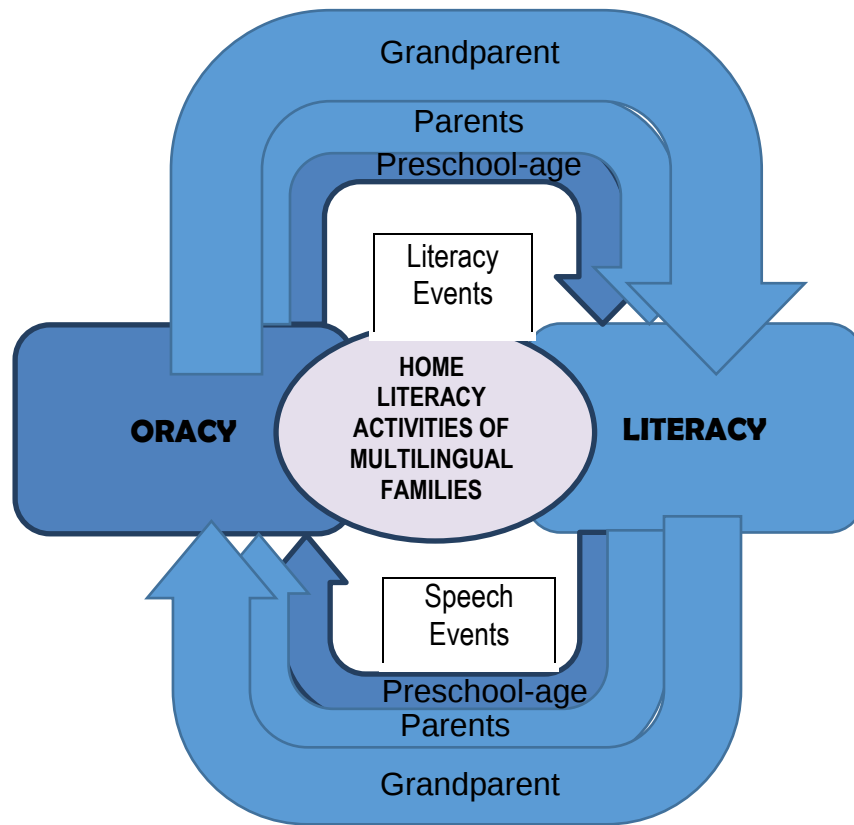


Figure 5 *Culture of Oracy and Literacy Transfer of Multilingual Families*

Oracy and literacy are integrated in the literacy practices. This intergenerational trajectory of literacy and oracy could build and shape literacy. Literacy events and speech are sites of family literacy within the home and these are heavily influenced by the different languages spoken in the household. This shows that learning opportunities are built around family's home activities. This can illustrate how language and literacy are used by

multilingual families in every literacy and speech event. Language transfer also takes place here represented by the blues curved arrows.

The child's family has a strong impact on his/her language and literacy development. In speech events where three languages are used, language socialization take place. These language socializing practices dictate how and when each language is used in the family and this co-occur with the identified five literacy practices. The importance of family interaction in children's learning has been widely recognized. The concept of literacy practices and the interdependence of languages in learning then served as the backdrop for a contextual literacy transfer of families. The intergenerational transfer from one generation to another promotes a tapestry of complex literacy practices along oral-aural, reading, writing, numeracy, and technoliteracy.

Moreover, there are intergenerational learning events taking place within the family. Learning in the family can be bi-directional across generations. As the child observes the interaction between and among his/her family members, literacy behavior develops inside the child. Therefore, the social interactions during literacy events play a fundamental role in the process of intergenerational literacy transfer.

There are areas which the younger generation is more exposed and learns better, knowledge of which they can share with their parents. It can be realized then that the learning methodology and style are different between the two generations due to differences in upbringing, their background and exposure. Each generation possesses different learning characteristics and style thus they learn in different ways.

Theoretical Proposition 3: Transfer of intergenerational practices among multilingual families is transactional and strategic(See Figure 6).

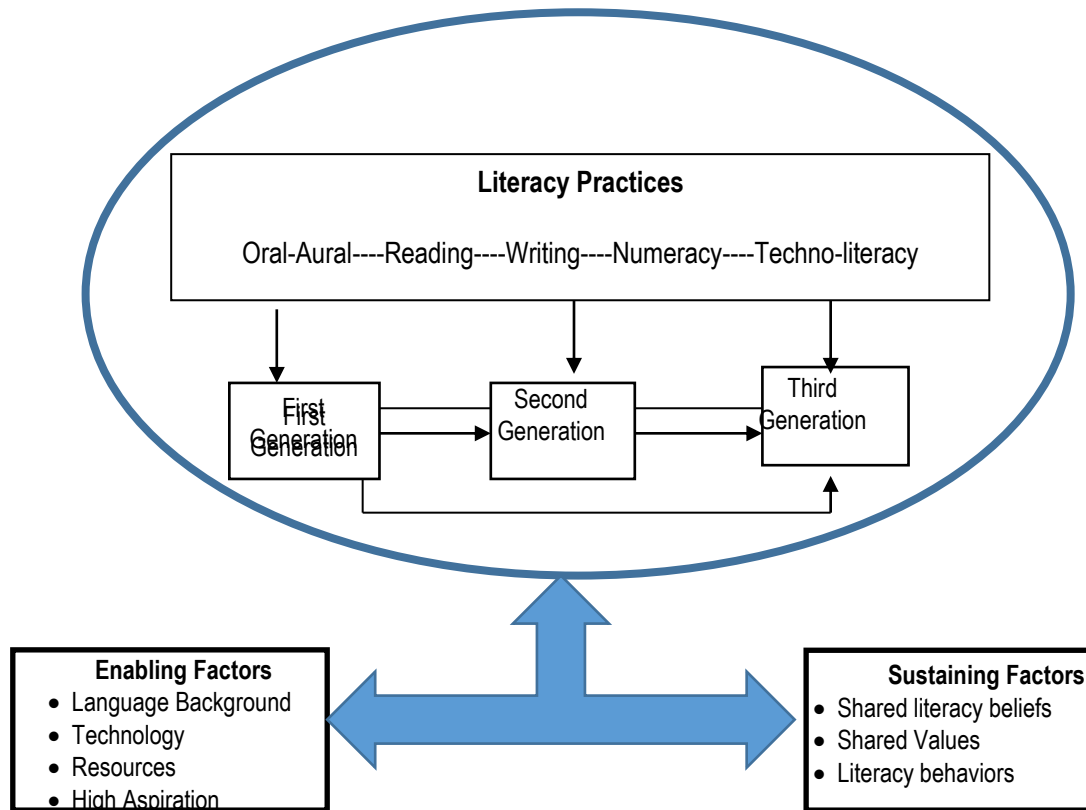


Figure 6 *Transfer of Literacy Practices*

Family literacy practices are reflections of the interrelationships and interactions of family members in three generations. Transfer of these literacy practices occurs through the shared effort of involved generations within the family framework as they learn, adapt, and interact around and within literacy environment. Therefore, transfer of intergenerational literacy practices is transactional and strategic.

The transfer is influenced by the family's support including their time management in the conduct of listening activities. Included here also are the family's literacy beliefs and behaviors. Beliefs is defined as the knowledge or ideas accepted by an individual as true and probable hence, beliefs may be one of the best indicators of the decisions someone will make throughout his life. Further, these literacy beliefs often relate to literacy behaviors. Therefore, literacy is transferred and constructed from the beliefs and values families in different generations based on their past experiences.

Indeed, addressing beliefs and values as high literacy tools in their collaborative construction and reconstruction of literacy practices among families is a way to use the past to through intergenerational practices that best prepare children for their new environment.

Multilingual families impose a framework of family dynamics on their approach as they promote literacy. This is evident in choosing language for contact and language management strategy as part of their cultural/linguistic politics of literacy. The negotiated and mediated communication channels facilitate preschool-age children's literacy development.

Language choice influence how children experience literacy learning. It facilitates communication and understanding between generations. The interrelationships and interactions of family members in different generations and the collaborated efforts of all family members bring about the opportunities, initiatives, support, modeling and encouragement of literacy behaviors to preschool-age child's early literacy development.

Language management is part of negotiation therefore multilingual family adapts strategies. It could also be taken that children can force parents to change language strategies. Some families moved from strict parental-led strategies to more relaxed child-led strategies such as mixing. This emphasizes the importance of communication with family members. This paradigm maintains that the acquisition of rules governing language is in part the acquisition of meanings and functions of these forms in social situations. That is, the knowledge of linguistic forms is embedded in socio-cultural knowledge. And on the other hand, the understandings of the social organization of everyday life, ideologies, moral values, beliefs, identities, norms and expectations of a certain cultural community are largely acquired through language. In short, a child is not only socialized to use language, but is also socialized through language. In this view, the family environment is the primary site in which a child learns to be an empathetic, social, and communicatively competent member of society. This suggests that a child needs to understand and speak the language that is used in the home. It also insinuates that when a child does not understand the home language, it could negatively affect the child's socialization process.

When children's command of the home language erodes to the point when the child does not understand what his or her grandparents and parents say, communication becomes

strained and limited. It also considers negotiations between the present and the past. Through this approach, we can identify and integrate different patterns of family literacy and negotiate culturally appropriate models of literacy that support children's long-term literacy development.

. Parents generation and grandparents generation make the most of the learning opportunities in exposing children to rich and meaningful literacy activities. Each generation plays an active role in learning in the informal literacy environment of homes. Preschool-age children are born into an already existing family literacy culture and they learn the ways of thinking and acting set down by their family literacy practices. How these children participate in literacy practices at home and how they acquire literacy skills is closely intertwined with their grandparents and parents perceptions of literacy with the interactional process and social relations in which they share as a family as well as the discourses on literacy that surround them. Moreover, they can acquire practices from the family's literacy culture by growing up in it.

The literacy support provided by the family to literacy development of the child is seen through the lens of intergenerational transfer of literacy practices. Their collaborative efforts provided literacy-related opportunities for children. Literacy practices which foster children's participation are perpetuated in literacy atmosphere where transfer is possible. Specific literacy practices are handed down from first generation to third generation.

Literacy practices as reflected in the family literacy events are products of interactions, engagements, and experiences of individuals. There is physical closeness among family members. Variations in literacy practices in the home domain occurred as a

result of each family's different personal and educational experiences. In an increasingly diversified and multilingual world, children are exposed to an environment where more than one language is used. Multilingual families engage in a multitude of literacy activities that involved reading, oral-aural, writing, numeracy, and techno-literacy.

There is a close link between literacy practices and languages spoken. Children can pick up language patterns directly from parents and grandparents. Preschool-age child usually communicate in a family preferred language. Their choice of language is dependent of their parent's preferences. Language choice of parents could be one language or a mix of a parental /school/country language. The school can have a strong effect for practical reasons parents often choose a school language. Here it could be identified parents as language teachers. They are models of bilingualism/multilingualism in action.

Finally, it can be said the families are engaging and raising children in what is called as child-oriented nature. Literacy beliefs and behaviors of grandparents and parents influence child's skills. Much of the influence of grandparents on the child's behaviors and skills as parents are already controlled here; those behaviors of grandparents do still show influence. Both grandparents and parents resources are associated to family's intergenerational literacy practices which are part of the transfer because a child turned parent in his/her generation carried in him/her the experiences and learning from his parents.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings obtained from data, the conclusions drawn, and the recommendations.

Summary of Findings

This study explored intergenerational practices of multilingual families guided by the following research objectives: describe the intergenerational literacy transfer of multilingual families; analyze intergenerational literacy practices of multilingual families; and develop an intergenerational multilingual literacy transfer theory. Analysis of data emerged five themes: reading, writing, numeracy, techno-literacy, and oral-aural practices.

Sub-themes

Sub-themes for oral-aural practices are storytelling, oral language development, and Language Management. Sub-themes for reading practices are teaching the prerequisites, print support and reading behaviors. Sub-themes for writing practices include writing behaviors, teaching the basics of writing, and mediated writing. Meanwhile the sub-themes for numeracy practices are teaching the basics, everyday math and numeracy, family resources, and practical experiences in numeracy and sub-themes for techno-literacy practices are media and technology and media discourse.

Further analysis and interpretation of data revealed the following theoretical proposition (1) The intergenerational multilingual literacy practices of multilingual families encompass a wide variety of home literacy activities along: oral-aural, reading, writing, numeracy, and techno-literacy practices. (2) The culture of oracy and literacy transfer are

simultaneously embedded in the home literacy activities which are constructed by the multilingual families composed of three generations. (3) Transfer of practices among multilingual families is fluid, transactional, and strategic. Derived theoretical statements emerged intergenerational multilingual literacy transfer theory led to the development of an intergenerational multilingual literacy transfer theory.

The study yielded the following findings. Literacy is viewed as part of daily home routine. The literacy practices of multilingual families were shaped along the following: Oral-Aural Literacy Practices, Reading Practices, Writing Practices, Numeracy Practices; and Tecno-literacy Practices. Sub-themes for reading practices are teaching the prerequisites, print support and reading behaviors. Sub-themes for writing practices include writing behaviors, teaching the basics of writing, and mediated writing. Meanwhile the sub-themes for numeracy practices are teaching the basics, everyday math and numeracy, family resources, and practical experiences in numeracy; while sub-themes of oral-aural practices are storytelling, oral language development, and language management and lastly, sub-themes for techno-literacy practices are media and technology and media discourse.

Another finding that surfaced in the study was the roles of parents and grandparents in transferring literacy go far beyond the transfer of specific 'it's and pieces of literacy knowledge' that intergenerational literacy is possible and the fluidity of transfer of literacy practices among multilingual families is evident.

The study also found the importance of family as the critical site for literacy acquisition of preschool-age children. Children's interactions and encounters with

grandparents and parents shaped their literacy practices. This literacy practices transcend the literacy experiences of generations.

Literacy practices of multilingual families are mixture of intergenerational experiences which generally extend to the members of the family. There is congruence between the literacy practices found in one generation to another.

Conclusions

Several conclusions are drawn from the findings of this study, these are:

First, literacy practices in the homes of multilingual families are varied and these practices are along reading, writing, oral-aural, numeracy, and techno-literacy.

Second, the culture of oracy and literacy transfer are simultaneously embedded in the home literacy activities which are constructed by the multilingual families composed of three generations. Language and literacy are always related to and shaped within family context. Learning situation in multilingual family context influence the acquisition of the oracy and literacy skills of children. There is a predictive pattern related to intergenerational literacy transfer. Each generation incorporate what they have learned directly and indirectly from their family. The literacy practices they experienced during their childhood unfold the buildup needs to transfer. This spawned the culture of transfer and that transfer of literacy practices is a product of lifelong experiences of three generations. Hence, literacy is shaped by the family's literacy culture and influence by the family's culture of transfer. The culture of transfer of such practice are modified, enabled by the technology, high aspirations, and

resources, and language background and sustained by shared literacy beliefs, shared values, and literacy behaviors.

Literacy is a social activity. Despite the linguistic and social differences that exist among multilingual families, literacy is promoted and developed. Literacy practices are shaped by combined practices of generations and by the experiences connected to the family's activities and experiences.

The literacy practices of multilingual families served as tools that young children in understanding literacy events that are unfolding the home literacy environment

Third, transfer of literacy practices among multilingual families is fluid, transactional, and strategic. Literacy practices of multilingual families are situated in varied context of literacy events enabling direct and direct transmission. Literacy remains a partnership between parents and grandparents. It is a product of intergenerational influences which are negotiated and intertwined within a family. The synergistic relationship of the three generations led to the fluidity and dynamism of literacy practices among families. There is continuity of literacy practices from one generation to the next. The combined outcome of modeling by the individual's own parents and the continuation of a pattern of literacy practices are relatively specific and the transmission process is more fine-tuned in the third generation.

Recommendations

From the conclusions drawn in the study, the following recommendations are presented:

A. Curricular Possibilities

1. In this study, which came in the form of an emerged theory for intergenerational multilingual literacy transfer could possibly be applied and used in the discussion along the topics on early childhood, multilingualism, literacy, early literacy development, language acquisition, and literacy practices particularly in the Teacher Education programs.
2. The emerged Intergenerational Multilingual Literacy Transfer Theory may provide knowledge useful in the crafting of a responsive home literacy curriculum in the preschool, which is built on literacy practices of preschool-age children to have a smooth transition from home to school literacy learning.

B. Research Possibilities

1. The role and effect of intergenerational literacy transfer on children's early literacy development and how these relate to multilingualism need to be explored further to contribute to the funds of knowledge along literacy and early literacy development.
2. The findings of this study may also call for further research to be done, using families with more than two children and not exactly using the same research design, but to use other designs which would assess the emerged theory. That replication of this study be conducted by increasing the number family participants

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APPENDIX A

BACKGROUND PROFILE OF MULTILINGUAL FAMILIES

	Family 1		Family 2		Family 3	
Generation	Family	Language/s Spoken	Family Structure	Language/s Spoken	Family Structure	Language/s Spoken
First	Maternal Grandparents	Iloko	Maternal Grandparents	Iloko	Maternal Grandparents	Iloko
		Pangasinan Tagalog		Pangasinan Tagalog		Pangasinan Tagalog
Second	Parents	Iloko	Parents	Iloko/	Parents	Iloko
		Pangasinan Tagalog		Kankanaey Pangasinan Tagalog English Tagalog		Pangasinan Tagalog Tagalog
Third	Child (girl)	Tagalog	Child (boy)		Child (boy)	

APPENDIX B

LANGUAGE PROFILE OF MULTILINGUAL FAMILIES

		Family A	Family B	Family C
Generation	Family Member	Language/s Spoken	Language/s Spoken	Language/s Spoken
First	Maternal Grandparents	Iloko	Iloko	Iloko
		Pangasinan	Pangasinan	Pangasinan
		Tagalog	Tagalog	Tagalog
Second	Parents	Iloko	Iloko/	Iloko
		Pangasinan	Kankanaey	Pangasinan
		Tagalog	Pangasinan	Tagalog
Third	Child (girl)	Tagalog	Tagalog	Tagalog
			English	
			Tagalog	

APPENDIX C

OBSERVATION GUIDE

Literacy Events	Observed	Comments
1. Family members scaffold the child's literacy learning.		
2. There are sufficient and effective learning opportunities at home.		
3. Opportunities are provided by the family for the child to engage in meaningful literacy-related conversations.		
4. Family members provide learning opportunities for the child to engage in authentic literacy activities.		
5. Family members take advantage of the child's literacy needs during family events.		
6. Parents and other family members provide the child with varied literacy activities.		
7. Parents and other family members praise the child when he/she participates in literacy activities.		
8. Child is guided during tv or movie viewing.		
9. The literacy activities are accompanied by oral language and social interactions.		
10. There are verbal interactions between and among the family members during mealtime / tv viewing/family gatherings.		
12. During tv viewing or family conversations with the child, parents and other family members relate concepts to life experiences.		
13. Parents and other family members invite and scaffold responses during conversations.		
14. Parents and other family members respond to the child's query during literacy and speech events.		
15. Parents and other family members respond supportively to child's comments during conversations.		

APPENDIX D

FIELD NOTES

Field Notes No. _____

Family Participant Code: _____

Date: _____

Time: _____

Place of Observation: _____

Literacy/Speech Event: _____

Analysis and Reflections:

APPENDIX E

INTERVIEW GUIDE FOR THE PRESCHOOL-AGE CHILD

A. PROFILE

1. Educational Background

- 1.1 When did you first enroll to school?
- 1.2 What school did you go to?
- 1.3 Who goes with you when going to school?
- 1.4 Describe your school?
- 1.5 Tell me the things that you do in the classroom?
- 1.5 What is your favorite classroom activity?
- 1.6 Do you like to learn to read? Write?
- 1.7 What do you like write about?
- 1.8 What do you like to listen?
- 1.9 What do you like to recite?

2. Language Background

- 2. 1. What language do you speak? Do you speak Tagalog/Pangasinan/Iloko or any other languages?
- 2. 2. To whom did you learn the language that you speak?
 - 2.2.1 Did someone in the family teach you the language?
- 2. 3. At home, who speaks the same language as you do?
- 2. 4 Is there other language that you like to learn? Why?
- 2. 5 Describe your playmates/friends.
 - 2.5.1 During play with your playmates, what language do you use?
- 2.6 Tell me something about your classmates.

2.6.1 What language do they use when talking to you?

2.7 Does anyone of your neighbors talk/speak with you?

2.7.1 In what language?

2.8 What is your favorite TV programs/movies?

2.8.1 Tell me something about that TV program?

2.8.2 In what language do these programs use?

2.8.3 Who in the family watches with you?

3. Family Background

3. 1 Tell me about your family?

3.2 Who among your relatives visit you most of the time?

3.3 From among your family, who would you like to teach you? Why?

3. 3 1 Who in the family teaches you the alphabet? colors? numbers?

3. 3. 2 Who in the family teaches you how to read and write?

3.4 Describe a family member that you want to play with?

3. 5 Describe a family member that you like to be with most of the time?
Why?

3. 6 Who in the family reads/tells you stories?

3. 7. During family outing, where does your family usually go?

3. 8. What toys do you have?

3.8.1 When do you use your toys?

3.8.2. Who gave you the toys?

3.9 What do you often do at home? Why?

3.10 What are the activities that you do together with your father?
Mother?Grandfather?Grandmother?

3.11 What are the activities that you do as a family?

B. LITERACY PRACTICES

1. Tell me about the storybooks that you have?

1. 1 What do you do with your storybooks?

1. 2 Who gave you the storybooks?
2. What do you think are pencils for?
 - 2.1 What about crayons?
 - 2.2 Who gave you the pencils? crayons?
 - 2.3 What do you do with your pencils? Crayons?
3. What is your favorite song or music?
 - 3.1 Who taught you the song?
 - 3.2 What do you do when you hear your favorite song?
 - 3.3 What do you do when you are asked to sing your favorite song?
 - 3.4 Who in the family sings with you?
4. Describe the educational toys that you have like blocks, letters of the alphabet.
5. Tell me the things that you do when watching TV?
 - 5.1. To whom do you ask questions when you don't understand what you are watching? Why?
6. Describe what your parents do to teach you?
7. Tell me about what your grandparents do teach you?

INTERVIEW GUIDE FOR THE CHILD'S PARENTS AND GRANDPARENTS

A. PROFILE

1. Educational Background

1.1 How old are you when you first went to school?

1.1.1 Where did you attend grade school?

1.1.2 High school?

1.1.3 College?

1.2 How old are you when you first learn to read and write?

1.3 What was school like to you as a child?

1.4 What were your best and worst subjects?

1.6 What was your profession and why did you choose it?

1.7 Of all the things you learned from your parents, which do you feel was the most valuable?

2. Family Background

1.1 When and where were you born?

1.2 In what province are your parents from?

1.3 How did your family come to live there?

1.4 How long have you stayed in this community?

1.5 Are there other family members in the area?

1.5.1 Who are they?

- 1.6 Who is the oldest relative you remember as a child?
- 1.7 What do you remember about him/her?
- 1.8 Who were your friends when you were growing up?
- 1.9 What is your earliest childhood memory?
- 1.10 What kind of games did you play while growing up?
- 1.11 What is your favorite thing to do for fun (movies, beach, etc.)?
- 1.12 What are your family chores?
 - 1.12.1 Which is your least favorite?
- 1.13 Tell me about the special items in the house that you remember?
- 1.14 Who are your childhood heroes?
- 1.15 What are stories about famous or infamous relatives in your family?
- 1.16 What stories have come down to you about your parents?
 - 1.16.1 Grandparents?
 - 1.16.2 More distant ancestors?
- 1.17 What family events had the most impact on you while you were growing up?
 - 1.17.1 Did any of them personally affect your family?
- 1.18 Who among the family members teaches you how to read and write?
- 1.19 Whom did you teach reading and writing in the family?
- 1.20 Describe a typical family dinner.

- 1.20.1 Do you all eat together as a family?
- 1.21 What is the usual conversation during mealtime?
 - 2.21.1. Playtime?
 - 2.21.2. Family time?
- 2.21 How are holidays (birthdays, Christmas, etc.) celebrated in your family?
- 2.22 What are your family's special traditions?
- 2.23 What does your family enjoy doing?
- 2.24 What is your proudest moment as a parent?
- 2.25 Are there any books, stories or any other printed materials that have been passed down to you by your family?
- 2.26 What literacy beliefs have been passed down to you by your family?

3. Language Background

- 3.1 What are the languages that you know and speak?
 - 3.1.1 To whom did you learn the language?
- 3.2 What are your parents' languages?
- 3.3 Who taught you the languages that you use?
 - 3.3.1 What language do you teach your child now?
- 3.4 In what language did you teach your child? *What language do you teach your grandchild now?
- 3.5 Do you speak a particular language to a specific person? Why?
- 3.6. What language do you use in sending messages e-mails/facebook and mobile phones?
- 3.7 What language do you use when teaching your child? * your grandchild?

3. 8 In what language were you taught to read? In what language do you teach your child/ *grandchild to read?

3. 9 When you were young, what were your family activities?

3. 10 What are your current family activities now?

3.10.1.What are the similarities? Differences?

3.11 Which Language do you use in –

- watching television
- religion
- Newspaper
- records/caseettes/CDs
- radio
- shopping
- mobile phone?

3.12 In what language do the following people speak to you?

- father
- mother
- friends
- Neighbors
- Relatives
- Child/grandchild

B. LITERACY PRACTICES

1.Literacy Beliefs

1.1 What did your parents tell you about going to school?

1.2 Who is a literate person?

1.3 What makes a person literate?

1.4 When should a child learn to read and write?

- 1.5 What do you think should be taught to a child prior to going to school?
- 1.6 Why do you think a child should be taught to read and write prior to going to school?
- 1.7 At what age should a child start formal instruction in reading and writing?
- 1.8 Who do you think are the significant people to help your child * grandchild learn to read and write?
- 1.9 What is your role in your child's learning? *grandchild's learning?
 - 1.10 What learning materials do you think should be available in your house? Why?
 - 1.11 What types of stories and books do you think are best for children aged 3-5?
 - 1.12 What activities in your house do you think help your child/ *grandchild learn?
 - 1.13 What activities do you think you should do together with your child? * your grandchild?
 - 1.14 What activities do you think a family should do together?
 - 1.15 What do you think is the most important skill your child/ *grandchild should learn?
 - 1.16 What skill should he/she learn first? Why?
 - 1.17 Do you like to teach your child/*grandchild the way you were taught by your parents? Why?
 - 1.18 How is the world today different from what it was like when you were a child?

2. Literacy Behaviors and Attitude

- 2.1 Describe the personalities of your family members.
- 2.2 Is there any tradition in your family, such as teaching children to read and write and sending them to school?
- 2.3 To whom did you usually ask for help with your assignment? Why?
- 2.4 Did you also help your younger siblings do their assignments? In what subjects?

- 2.5 Who among the family members asked help from you in doing their school projects and assignments?
- 2.6 What were your favorite songs and music?
- 2.7 What do you do during your free time?
- 2.8 What printed/reading materials do you read?
- 2.9 What was your favorite toy and why?
- 2.10 What are the activities that you do together with your child? * grandchild?
- 2.11 Are these activities the same with the activities that you had with your parents?
- 2.12 What are the similarities? Differences?
- 2.13 What do you think these activities would do to your child's /*grandchild's learning?
- 2.13 Do you read or tell stories to your child/*grandchild?
- 2.13.1 Do your parents read stories to you when you were young?
- 2.14 What printed materials do you read to him/her?
- 2.15 Do you ask questions to your child about the stories or tv programs he/she is watching? Why?
- 2.16 What do you do when your child ask you a question?
- 2.17 What do you do to teach your child/ *grandchild to read? write?
- 2.18 Is that the way you were taught by your parents?
- 2.19 What are the similarities? Differences?
- 2.20 What tv programs do you watch together as a family?
- 2.21 What do you think will these TV programs influence your child?
- 2.22 What do you usually do while watching the TV show/program?
- 2.23 What do you and your child / *grandchild usually talk about?
- 2.24 When do you usually talk with your child/*grandchild?
- 2.25 What do you do to encourage your child/ * grandchild to read and write?
- 2.26 Why do you need to talk with him/her?
- 2.27 Do you think your literacy skills are of benefit to yur child? How?

2.28 Can you tell me what kinds of things you read and write as part of shopping/work/entertainment?

(* questions for grandparents only)

APPENDIX F

VALIDATION GUIDE

Interview Questions Validation Checklist

Directions: Attached is the questionnaire to be used during the interview for my research on *Intergenerational Literacy Transfer of Multilingual Families*. Please validate the questions for this study objectively by checking on the corresponding column of your response.

Criteria	Yes	No
1. Items are suited to the research objectives.		
2. Items are grammatically constructed.		
3 Items are clear and free from vague words.		
4. Items show singleness of purpose.		
5. The types of questions are within the knowledge and understanding of the participants.		
6. Items are relevant to the research purpose.		

Observation Guide Validation Checklist

Directions: Attached is the observation guide to be used during the interview for my research on *Intergenerational Literacy Transfer of Multilingual Families*. Please validate the questions for this study objectively by checking on the corresponding column of your response.

Criteria	Yes	No
1. Items are suited to the research objectives.		
2. Items are grammatically constructed.		
3 Items are clear and free from vague words.		
4. Items reflect one focus.		
5. Items are relevant to the research purpose.		

Comments and Suggestions:

APPENDIX G
LETTER TO THE VALIDATORS

March 31, 2014

Dear _____,

The undersigned is a Ph.D. in Reading Education student of the Philippine Normal University, Manila and is currently conducting a study entitle Intergenerational Literacy Transfer of Multilingual Families.

The undersigned acknowledges your expertise in this particular endeavor. In this connection, the undersigned would like to ask you as one of the evaluators of he attached interview guide for your comments and suggestions, thus validating this instrument.

Thank you for your time.

Very truly yours,

(Sgd) Razeale G. Fernandez
Researcher

Noted:

(Sgd) Rosarito B. Suatengco, Ph.D.
Adviser

(Sgd) Heidi B. Macahilig, Ph.D.
Adviser

APPENDIX H

SAMPLE VIDEO TRANSCRIPTION

Family B- Episode 4 (June 5, 2014; 4:00 P.M.-5:06 P.M.)

Setting: living room

Participants: Father (D); child (C), Mother (M); Grandmother (Gm), Grandfather (Gf)

Artifacts: laptop, small blackboard, chalk,

Activity: Play Time

Nickelodeon Basketball Stars is an online basketball game for kids. A child experiences playing basketball with the iconic characters of Nickelodeon like SpongeBob and his sidekick Patrick, the Teenage Mutant Ninja Turtles, Sanjay and Craig, Foo and Fee (Harvey Beaks) or Korra.

Raw Data
<i>Child playing online game for kids- Nick Basketball Star</i> C: Yes! D: Pwede ba ako makilaro? C: Sige po, turuan ko po kayo. Pili po kayo sa mode, dito sa three na ito. D: Paano basahin yan? C: Di ko po alam.. D: Ito tournament.. C: tournament D: Ito naman Random Match C: Random match D: tapos, ito hall of fame. C: Hall of Fame D: Ano madalas mo piliin dito? C: ito, tournament D: tournament.. O sige C: tournament D: ahh ito yung sa double jumps, Ito mega dunks.. C: Gagamitin yan sa pag talo ng kalaban.. para maging basketball star. D: Kaya ang goal natin ay para talunin ang kalaban at para maging basketball star.

C: Opo.
D: Laro na tayo. Ako ba muna? Tapos ikaw. Pagalingan tayo ha..
C: Double jump,, Double jump,, Dunk, Double jump,, Double jump, Double jump.
D: sige ikaw na hindi ko alam e... Panonoorin na lang muna kita para matuto ako
C: Okay sige.
D: O galingan mo. I shoot mo na.
C: I dunk na.. ay ay hala..
D: Ayusin mo a para mataas ang score mo..

After few minutes of playing together

M: Mag merienda muna kayo..
D: Ang galing na sa basketball a..o sige nga ano ibig sabihin ng dunk?
C: I shoot
D: Spell dunk
C: D-A-K
M: D-U-N-K
C: D-U-N-K
D: Spell tournament
C: ang haba naman.. T-R-M-T
D: Kulang, ang daming kulang, T-O-U-R-N-A-M-E-N-T
C: T-O-U-R-N-A-M-E-N-T
D: Very good! Ano pa ba mga nilalaro dyan?
C: Eto Teenage Mutant Ninja Turtle Comic Book Combat
D: Paano laruin naman yan?
C: Dapat mabuksan yung mga kandado
D: Ah dapat ma unlock ang mga to para makapunta sa next level.
C: Unlock?
D: Oo ibig sabihin kabaligtaran ng lock, ibig sabihin buksan ang naka lock
C: a..
D: Sino ang pipiliin natin na Ninja. Si Leo, Raph, Mike o si Don?
C: Okay sige a.. Si Raph na lang po, siya ang favorite ko e.
D: Panoorin muna kita. O paano mo ginawa yan? Naiintindihan mo ba yang sinasabi dyan at nakasulat?
C: Hindi po pero po itong pictures naiintidihan ko. Susundan lang naman po.
D: Dahil sa mga pictures kaya mo naiintindihan?
C: Opo, may mga arrow naman po.
D: Paano mo ginagawa mga moves mo para Manalo ka?
C: iniintindi kop o yung laro..
Gf: Noon kami puro laro sa labas ng bahay, hindi ganyan na nasa computer. Mas masaya yun.
C: maganda po ito e.

Gf: Pero wala ka kalaro computer lang.

D: Lika maglaro tayo.. Jack en Poy tayo kung sino ang talo siya ang huli ha..

C: Jack en poy... Jack en poy...

D: Talo ka. Ako ang mauuna..Sino kaya sa atin ang magiging basketball star..

C: Ako po..

After playing online game

D:Magbasketball na tayo sa labas lika..

C: nasaan po yung bola ko?..

D: hanapin mo..

C: Ito na po..

D: Lika na one on one tayo.

C: Kunyari ako si sponge bob ang basketball star

D: Lika na sponge bob. Shoot ka na..Pass the ball..

C: Shoot the ball

D: O ganito ang pag dribble

C: dribble the ball

D: Shoot the ball

C: three points. Daddy anong points na?

D: 0-0

(naglaro ulit)

C: Ilan na?

D: 1-0. O steal mo ang ball sakin. Sige nga kung makukuha mo ang ball sakin... O fowl ka na..

C: fowl?

D: Oo kasi naniniko ka e, kaya fowl.

C: a..

D: dapat alam mo ang mga yan..dapat di ka mananakit ng kalaro mo, tapos dapat sports ka lang.

C: Sports?

D: sports yung dapat pag natalo tanggapin wag mananakit o kaya makikipag away dahil lang sa natalo ka,,

C: ah ganun po. Sige po

D: Pahinga na muna tayo ha..

C: Opo.

D: Maganda ba ang magbasketball?

C: Opo

M: Magbihis ka na basa ang likod mo. Madami perspiration. Pawis

C: Perspiration, pawis. Saan galing ang pawis?

M: Sa katawan natin. Lumalabas yan sa pores ng skin. Ang pores yang mga maliit na butas

ng skin.

C: wala po ako Makita e.

Gm: maliliit yun. Super liit. Dumi ng katawan ang pawis kaya dapat ilabas ng katawan yun. Pero dapat uminun ng madami para mapalitan ung ipinawis mo.

C: bakit po.

D: Kailangan kasi ng katawan ng tubig..

C: inom na ako ng tubig

APPENDIX I

SAMPLE INTERVIEW TRANSCRIPTIONS

A2.6C3	Madami sila. Naglalaro kami. Friends ko sila. Mabait sila.
A2.6.1	What language do they use when talking to you?
A2.6.1C1	Tagalog
A2.6.1C2	Tagalog. May nagpapangasinan din kaya lang di ako kinakausap ng Pangasinan kasi di ko alam.
A2.6.1C3	Tagalog. May Pangasinan din
A2.7	Does anyone of your neighbors talk/speak with you?
A2.7C1	Yes
A2.7C2	Yes.
A2.7C3	Yes
A2.7.1	In what language?
A2.7.1C1	Tagalog
A2.7.1C2	Tagalog. May pangasinan din
A2.7.1C3	tagalog
A2.8	What is your favorite TV programs/movies?
A2.8C1	Lion King
A2.8C2	Balita sa Tagalog, Yung TV patrol
A2.8C3	Cartoons like Bunny, Mickey Mouse. Pati magic and horror movies.
A2.8.1	Tell me something about that TV program?
A2.8.1C1	maganda
A2.8.1C2	TV Patrol kasi wala ng iba na napapanood kasi yun ang pinapanood sa bahay. Sa umaga yung umagang kay ganda.
A2.8.1C3	Maganda, Cartoons siya. Kapag natatakot ako sa ghost pinipikit ko ang mata ko.
A2.8.2	In what language do these programs use?
A2.8.2C1	English
A2.8.2C2	Tagalog. Pero may naririnig din ako na English
A2.8.2C3	English
A2.8.3	Who in the family watches with you?
A2.8.3C1	Si mommy Joy, Mama Myrna at Papa Nar

APPENDIX J

SAMPLE CODING

OPEN CODING (EPISODE 1: FAMILY A)

Raw Data	Open Codes
D: ulitin natin ung kanina ah..tatanungin ka ulit ni Papang ah.. pero kantahan mo nga muna kami anak.	Prompting Repetition of activity Singing Asking question
Gm: ah pag kakanta yan may Jollibee spageti sya..	Motivation Giving rewards
D: Kantahin mo nga yung Twinkle2x	Singing children's song prompting
C: Twinkle Twinkle little star how I wonder what you are...(continue singing)	English song Singing L3 exposure
D: What is your name?	Asking question L3 exposure
D: What is your name ha...My name is..	Asking question L3 exposure Scaffolding Sentence completion
D: Where do you live? I live in...	Asking question L3 exposure Scaffolding Sentence completion
Gf: Marunong ka bang magbilang?	Asking question Prompting counting
D: magbilang ka nga, one..	Prompting Counting motivation
C: one, two, three, four,	Counting in English
D: Ilang taon ka na?	Asking question
D: Ilan yung five? Ilan yung five?	Confirming number knowledge/concept Asking question
D: bilangin mo nga...	Prompting Counting motivation
D: School ni kuya John Erick, tapos..?	Using prompt (word prompt)

C: wala na.. D: Bakit wala na..??	Using gradual psychological unfolding
D: manonood na lang tayo ng Mickey Mouse	Watching cartoon Watching TV
M: Bihis na. Ano kulay ng damit mo?	Teaching colors Asking question Using the child's personal thing Using available resources in the house
M: Very good! Anong color ng panty mo?	Teaching colors Asking question Using the child's personal thing Using available resources in the house
M: Ituro mo nga dito sa bahay ang may color pink?	Application knowledge Identifying colors
C: Yong umbrella ko, yong sulat sa t-shirt ni mama joy	Associating objects Application knowledge Identifying colors
M: Saan naman dito sa bahay ang color white?	Application knowledge Identifying colors Asking question
C: ah..plato, tapos towel, tapos papel, tapos tapos yong panty ko.	Use of available materials in the household

APPENDIX K

CONSENT FORM FOR RESEARCH PARTICIPATION

Title of the Study: Intergenerational Literacy Practices of Multilingual Families

Name and Contact Information of the Researcher:

Razeale G. Fernandez
Student, PhD in Reading Education,
Philippine Normal University, Manila
razealefernandez@yahoo.com 09209792374

PLEASE READ THE INFORMATION BELOW AND ASK QUESTIONS, BEFORE DECIDING WHETHER OR NOT TO PARTICIPATE.

PURPOSE OF THE STUDY

The main purpose of the study is to describe and analyze the literacy practices of multilingual families and interpret how the literacy practices are transferred. Grounded theory procedure is the primary method to be used to collect data.

PROCEDURE

If you volunteer to participate, you will be asked to:

1. Participate in a tape-recorded interview, anticipate to last more than one-hour. Following the interview, researcher will transcribe the recorded conversation and send a copy for editorial changes and additional comments. Identification of time and place will be in your convenience.
2. Be observed in your house during the regular at a preordained time. Some of these will be videotaped for future analysis. No classes will be disrupted.

Following the interview, researcher will transcribe the recorded conversation and send a copy for editorial changes and additional comments.

RISKS/DISCOMFORTS

This study is not intended to provoke any physical or emotional discomfort. However, you may choose to share sensitive and confidential information during the interview. All efforts will be made to ensure confidentiality. The researcher will ensure your safety and protection.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Confidentiality will be maintained by using pseudonym instead of your name when transcribing the interview. Researcher will keep their interviews tapes and pseudonym and will be handed to the dissertation advisers if required.

BENEFITS

Your participation will be considerable benefit for educational purposes, for it will give critical opportunity to develop professional skills and also learn ways to construct ideas. This also serve as a guide to improve policies and or curriculum.

COSTS/FINANCIAL CONSIDERATIONS

There will be no financial costs in taking part of in this study. No fees will be collected and paid.

PARTICIPATION AND WITHDRAWAL

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer.

QUESTIONS

You may talk to Razeale G. Fernandez about this study. If you have further questions, you may reach her at Pangasinan State University, Bayambang Campus, Bayambang, Pangasinan, (075) 6322243 loc 111, 09209792374 or you may email her at razealefernandez@yahoo.com. For the participation in this study, you should talk first with the researcher. For some reason, you do not wish to do this, you may contact the Philippine Normal University, Manila Research Ethics Committee (REC) which is concerned with the protection of the volunteers. You may call REC by calling (02) 317-1768 loc 750/751/747 or by emailing rec@pnu.edu.ph.

CONSENT

I understand the procedures and my participation described above. My participation is voluntary and I will not receive any money from this study. I am free to decline to participate in this study or withdraw from it at any point. My questions have been answered

to my satisfaction. I have been given a copy of this form. My signature below indicates that I am giving my consent to this study.

Teacher's Printed Name & Signature

Date

RAZEALE G. FERNANDEZ
Researcher

Date

APPENDIX L

SAMPLE MEMBER CHECK DOCUMENT

Please go over the transcribed video-taped episode during the observation and check the accuracy of data by adding any further comments in the box provided below the transcription. Letters are used as codes: D: Daddy, C: Child, M: Mommy and Gm: Grandmother

D: ulitin natin ung kanina ah..tatanungin ka ulit ni Papang ah.. pero kantahan mo nga muna kami anak.

M: Sige nga..

Gm: ah pag kakanta yan may Jollibee spaghetti sya..

D: Kantahin mo nga yung Twinkle2x

C: Twinkle Twinkle little star how I wonder what you are...(continue singing)

D: What is your name?

C: (The baby is still singing Twinkle2x)

D: What is your name ha...My name is..

C: Clydel Mary Eslabra

D: My name is..sabihin mo a...

D: Where do you live? I live in...

C: Palisoc, Bautista,Pangasinan

D: Marunong ka bang magbilang?

C: opo

D: magbilang ka nga, one..

C: one, two, three, four,

D: sunod, five

C: five, six, seven, eight, nine, ten!

D: sunod, 11

C: 11

Comments

APPENDIX M

SUMMARY OF RETURNED MEMBER CHECK DOCUMENTS

Participant	Returned with Substantive Annotations	Returned with Minimal Annotations	Returned with No Annotation
Grandfather A	×	×	√
Grandfather B	×	×	√
Grandfather C	×	×	√
Grandmother A	×	×	√
Grandmother B	×	×	√
Grandmother C	×	×	√
Father A	×	×	√
Father B	×	×	√
Father C	×	×	√
Mother A	×	×	√
Mother B	×	×	√
Mother C	×	×	√

APPENDIX N

CERTIFICATE OF EDITING

APPENDIX O

AUTHENTICITY RESULT

CURRICULUM VITAE

Name Razeale G. Fernandez
Birthday September 23, 1972
Birthplace Bayambang, Pangasinan



Educational Attainment

Doctorate Degree Doctor of Philosophy with Specialization in Reading Education
Philippine Normal University, 2017

Master's Degree Master of Arts in Education (Reading Education)
University of the Philippines, 2005

Collegiate Bachelor of Elementary Education (General Education)
Pangasinan State University, 1993

Honors, Scholarships/Study Grants and Awards Received

Recipient, PSU Faculty Development Program (Scholarship Grant)
2011

Awardee, Outstanding Faculty
Bayambang Town Fiesta, 2015

Recipient, 18 Units Scholarship Program on Inclusive Education at Saint Louis University, 2007-2009

Work Experiences

Executive Secretary
PSU OUS Lingayen
2016 to present

Executive Assistant
Pangasinan State University
Bayambang Campus
2008 – 2015

Supervising Instructor
Pangasinan State University
KD-Elementary Laboratory School
2001-2007

Principal
Pangasinan State University
KD-Elementary Laboratory School
2007-2008

Elementary Teacher
Pembo Elementary School
Makati City
1993-2001

Researchers Conducted

Techno-literacy Practices of Emergent Readers

READERS Intervention Program for Readers-at-Risk

Individualized and Small Group Intervention Programs for
Grade I Readers at Risk in Pangasinan State University

Misbehavior Problems of Elementary Pupils and Corrective
Measures Employed by Teachers: Basis for a Bibliotherapy
Intervention Program

Metacomprehension Strategies of Freshman College Students

Individualized and Small Group Intervention for Grade I
Readers-at-Risk

Using Classroom Mailbox to Promote Writing Skills of Grade
I Pupils