

FACTORS AND APPROACH TO ILLITERACY ISSUES AMONG STUDENTS IN SEKOLAH KEBANGSAAN SIMPANG EMPAT, MELAKA, MALAYSIA

¹Parveen Kaur, ²Arif Jawaid, ³Eshvin Raj Singh, ⁴Sara Nadeera binti Rahim, ⁵Siti Nur Lyana binti Jumaat, ⁶Nur Hidayah binti Roslan, ⁷Nur Rabiatul Addawiyah binti Abu Bakar, ⁸Nur Farrah Dayana binti Nordin

^{1,4,5,6,7,8}Department of Anthropology and Sociology, Faculty of Social Sciences and Humanities, University Malaysia Sarawak, 94300 Kota Samarahan, Sarawak, Malaysia, Email: sspkaur@unimas.my

² Academic Director, Lahore Garrison University Pakistan, Email: arifjawaid@lgu.edu.pk

³University of Dundee, Nethergate, DD1 4HN, Dundee, United Kingdom, Email: eshvinsingh24@gmail.com

ABSTRACT: This study aimed to explore the illiteracy rate of the students in Malay language and Mathematics in Malaysia and the factors that influence it. The conceptual framework of this study is based on reading comprehension and reading strategies by Gunning, Thomas G. (1996) in *Creating Reading Instruction for All Children*. A total of 19 students from Sekolah Kebangsaan Simpang Empat were being observed for their illiteracy. The results showed that the overall basic illiteracy rate was at 36.8% (standard 1), 36.8% (standard 2), and 26.3% (standard 3). Literacy level in Malay language is at basic and critically higher than Mathematics. Therefore, the Ministry of Education Malaysia (MOE) should emphasize literacy in both subjects. Therefore, the cooperation of all parties is very important to ensure that primary school students achieve a satisfactory level of literacy.

Keywords: Illiteracy, Malaysia, Malay, Mathematics

INTRODUCTION

Knowing how to read and write is essential to today's technological advancement. Everyone needs to be literate in early evolution especially children because reading and writing are the most basic skills in performing daily activities. Having strong literacy skills is essential for success in school and beyond because literacy is "the prerequisite to academic achievement", which requires that students "read and write across a wide variety of disciplines, genres, and materials with increasing skill, flexibility, and insight" [1] as well as to read, understand and learn from an increasing level of demanding texts, which require that they master words and vocabulary, expand their knowledge, and also be able to think in an open and critical way [2]. However, there are still many students who have problems with illiteracy that have made them a limitation or obstacle in education. Illiteracy is a major issue worldwide and has always been a problem in society.

Illiteracy refers to adults with reading disabilities, lack of knowledge in a subject, slow learners, or inability to speak or write even in everyday life. Research suggests that low academic achievement is closely linked to the lack of strong literacy skills, as students with poor literacy skills will struggle not only in school but also throughout life [3;4]. This lack of ability prevents individuals from doing their daily activities in society. In short, illiteracy does not encourage positive social change, personal growth, and language and cultural development. One of the best solutions to solve this problem is to educate parents to read so that they can teach their children. As more people in society are literate, people tend to develop skills and value literacy.

Sekolah Kebangsaan Simpang Empat is a national school located in Simpang Empat in Alor Gajah, Melaka, Malaysia. In 2020, SK Simpang Empat has 450 students and 40 teachers. Of 450 students, 19 students are illiterate, comprising 16 Indians and 3 Malays. For these illiterate students, the school has provided two specially trained teachers to guide them in Bahasa Melayu and Mathematics subjects. Every school that faces these problems should practice only the 3M (membaca (reading), menulis (writing)

dan mengira (maths)). The main reason why the researchers carry out the study in this school is that although the school is located in the city area, they still have students who are illiterate. This research attracted the researchers to explore more regarding why this issue happens and the solution to help these students.

Problem Statement

This research aims to better understand the younger generation in education due to illiteracy problems. The first few years of a child's life are the most important. Outside of crying, hugs, naps, and tripping which signifies childhood, there is a lot of cognitive development going on. In fact, about 80 percent of children's brains develop by age three, with significant developmental times occurring in their language and literacy skills [5].

According to the economist, [6], the financial-earning gap between adults with the lowest levels of literacy and those with the highest is staggering. Unfortunately, the quality of early childhood education that children receive is often determined by their economic status. Studies have shown that by the age of 5, half of the children living in poverty are not ready for school or academically. By the fourth grade, the gap increased with 80 percent of low-income children reading below grade level. These children often miss critical early years, which not only negatively impact their performance in the classroom, but also affect their social skills, health, and later economic status. This problem is also widespread in our wider society and economy.

Illiteracy as a mass phenomenon impedes the country's economic and social progress by negatively impacting the Government's efforts towards population control, national integration, and improving health and sanitation. Efforts for rapid development require balanced and integrated education programs, including the Adult Education mass program, whose impact on development should be noted [7].

One ironical fact about this kind of development is that advancement to more complex social, political, scientific, and technological systems usually requires the members of the society concerned to equip themselves with higher levels of

literacy competence in order to adapt to new developments [8].

The need for Adult Education is increasingly recognized, especially in the field of development. Therefore, research in Adult Education has a significant role to play in the development of the nation as a whole because the process of Adult Education is closely related to human resources in a variety of ways, the scope of Adult Education research needs to be expanded by gathering relevant knowledge from other social sciences such as Sociology, Economics, Education, etc [9].

The causes of illiterate socialism are lack of funds for education, poverty, isolation, starvation, and the external education system. Millions of people speak non-transcribed languages. Many live-in environments and situations where written communication is not needed or available. According to report [10], this issue may be looked back on as the turning point in the struggle for a literate world.

Objectives

The main aim of the study is to examine the illiteracy issues among children aged 7-12 in Sekolah Kebangsaan Simpang Empat, Melaka. The objectives of the study are:

1. To observe the factors of illiteracy issues among children aged 7-12 in Sekolah Kebangsaan Simpang Empat, Melaka.
2. To observe the initiatives taken by the school to curb illiteracy issues and its effectiveness.
3. To come out with a framework to help solve illiteracy issues among children aged 7- 12 in Sekolah Kebangsaan Simpang Empat, Melaka.

LITERATURE REVIEW

Literacy and basic knowledge cannot be clearly separated from each other. Even though the term "literacy" is part of basic knowledge, it is a precondition as well as an outcome of basic knowledge. Literacy may refer to the ability to read and write, but also to application-oriented basic knowledge that develops during the whole lifetime, not only during school years [12]. Literacy is related to knowledge. From knowledge, we can earn something new and it is important in our studies or work in the future.

The difference between literate and illiterate people is explicit here: illiterates had never attended school and are unable to read or write even single words while literates can [13]. In contrast to literacy and illiteracy, the differences between functional, literacy, and illiteracy are not clear enough. Functionality, which is at the core of the differences between these terms, was never defined operationally.

A person is functionally illiterate when they cannot engage in all those activities in which literacy is required for the effective functioning of his/her group and community and also for enabling him/her to continue to use reading, writing, and calculation for his own and the community's development [14]. Someone who has illiteracy issues might face some difficulties in the future, maybe not in studies or the workplace, but in daily life he/she cannot do like a normal person who can literate.

According to the recent literacy rate, 85% of the adult population in the world is literate, and therefore worldwide about 757 million people are illiterate [15]. Large-scale

assessments of literacy skills indicate that in developing countries, illiteracy is more prevalent, whereas, in developed countries, functional literacy is more prevalent. This problem shows that there are still many people especially students who still do not know how to read and write which can be due to economic collapse since many people are still illiterate. However, illiteracy issues not only happened in urban areas, but it also happened in rural areas.

The global education agenda has focused on literacy issues [16]. Failure to master literacy is a global issue [17; 18]. Based on research, 302 million Indian adults are illiterate and 40 million children do not master literacy [19], illiteracy rate in India is 74.04% in 2011 [20].

Statistics show in 2008, there were 54,000 Year or Standard 1 students that did not acquire literacy skills [21]. According to Kementerian Pelajaran Malaysia (KPM) or the Ministry of Education in Malaysia, the average number of students lacking literacy at the primary level is 0.3 percent for males and 0.2 percent for females [22].

Therefore, the National Key Result Area, NKRA in cooperation with KPM has implemented LINUS Program or Literacy and Numeracy Screening. LINUS Program is a KPM Program that concentrates on illiteracy issues thus reducing the rate of illiteracy among students in Malaysia.

Socioeconomic factors influence academic success [23]. Poor parents with low earnings find it is hard to pay school expenses. They are compelled to choose between giving fundamental needs, for example, food, shelter, clothing, and taking their children to school. Unsurprisingly, then, there are substantial differences in the reading and writing ability of children as a function of the economic level of their parents [24]. Besides, there are enormous social class contrasts in children's exposure to experiences that might stimulate the development of literacy skills [25].

Poorly educated parents may expect education less, may have low scholastic aptitude which they pass on to their children, or probably might be less to provide complementary inputs to learning (e.g., helping children with homework) [26].

This study is based on four early learning theories namely Piaget's Cognitive Development Theory, Vygotsky's Contextual Theory, Bruner Psycholinguistic Theory, and Froebel Play Theory. These four theories serve as the foundation and guide in the development of the Early Literacy Module (MULA) for the development of early childhood. Implications of MULA implementation focus on early childhood literacy skills which include print knowledge, early writing, and phonological awareness [27].

The Early Literacy Module (MULA) is an early literacy program modified from the Get Ready to Read (GRTR) program for children three and four years old [27]. GRTR program is run by the International Center for Learning Disabilities to assist parents and teachers in ensuring that children have basic skills in preparation for learning to read and write. Each MULA activity supports PERMATA Curriculum learning techniques by stimulating children's minds to explore, experiment, and gain knowledge, skills, and experience through game activity [28].

Most language researchers use different terms to refer to early literacy skills, such as early reading, reading, and reading readiness [29]. Early literacy skills show a

fundamental development in conventional reading and writing skills [27]. Usually, children are considered to start reading as they enter formal schooling. On the other hand, the early literacy approach refers to the literacy of children who started from birth and continues to develop.

Early literacy skills are also known as the emergence of literacy [30], which is the development of children's literacy and literacy that has become a real competence in reading and writing [31;32]. Studies conducted over the last 20 years have identified three aspects of the skills children need to learn to read - print knowledge, early writing, and linguistic awareness [27].

Early writing skills are children's attempts to use writing in a meaningful way [27] and to make writing a communication through the production of symbolic texts [28]. Previous studies have found these skills to be important predictors of children's spelling and formal reading [33]. However, this skill is less attuned to print awareness and phonological awareness [34]. Among the skills that children need to master in these skills are drawing, imitation, letter writing, name writing, spelling, and message content [27].

According to researchers [35], literacy assessment involves determining children's reading levels, evaluating and

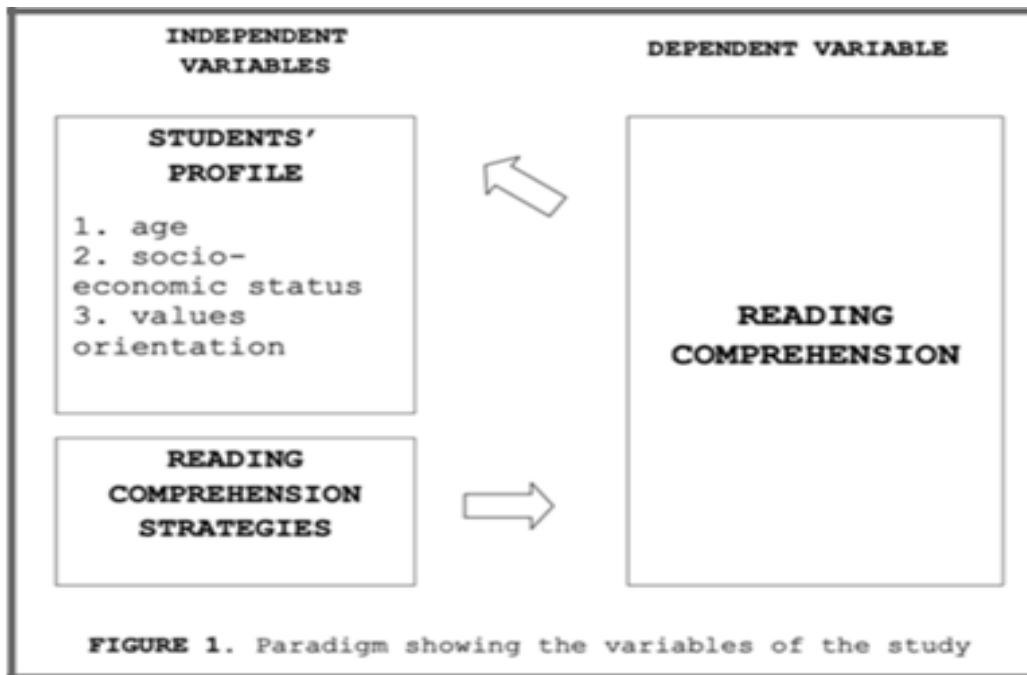
controlling their reading and writing behaviours and strategies, and documenting children's progress.

Researcher [36] described the assessment as a process for obtaining information about children's abilities, skills, interests, strengths, and weaknesses.

Researchers [37] explain that there are three methods that teachers or parents can use to assess early childhood literacy skills, namely informal assessment, diagnostic assessment, and tracking tests. Informal assessment is the easiest and most frequently used method of observing children directly during routine activities and children's interactions with peers and teachers. The informal evaluation consists of anecdotal records, portfolio evaluations, informal assessment information, and developmental or academic checklists [38].

Informal assessment does not provide reliable data on children's abilities compared to their peers [37]. This is because much of the early literacy skills are not observable in everyday interactions, for example, phonological awareness may not be reflected in preschool activities that are conducted as usual. Also, the method can only help teachers identify children who are at risk for reading problems, but it is still difficult for teachers to identify children's weaknesses in more specific ways [39].

Framework: Gunning, Thomas G. (1996). *Creating Reading Instruction for All Children*. Chapter 6, 192-236



In this study, it is believed that reading comprehension, along with writing and counting skills are affected by the profile of the students. The age, socio-economic status of the family, and value orientation play an important role in the student's academic progress.

METHODOLOGY

The research has used semi-structured interviews that have both structured and unstructured interview features. The interview questionnaire was a set of questions used in the

survey. Partially structured interviews are meetings in which the interviewer does not formally follow a list of questions.

Researchers asked more open-ended questions and then spontaneously formulated follow-up questions to obtain more specific evidence of respondents' assets, which allows for discussion with interviewees in a simple question-and-answer format. For interviews, we used in-depth interviews where researchers provided easy-to-open questionnaires to respondents, semi-structured formats, seeking insights and interpretations, conversations, response records, observation observations, and record reflections. There are many

advantages when we use in-depth interviews for surveys such as high participation, feedback opportunities, props, and visual aids, finding complex answers, interview lengths, and questionnaires. The researcher used respondents' opinion and experience scales for the interview questionnaire. There are three sections in this survey, sections 1, 2, and 3. Part 1 is about the demographics of the respondents, part 2 is about factors causing illiteracy, part 3 is about initiatives taken.

FINDINGS

Through interviews, researchers were able to inspect the demographic profile of the students who are illiterate. It is observed that the age range of illiterate students are only from 7-9 years old. Figure 2 shows a pie chart of the total age demographic of illiterate students.

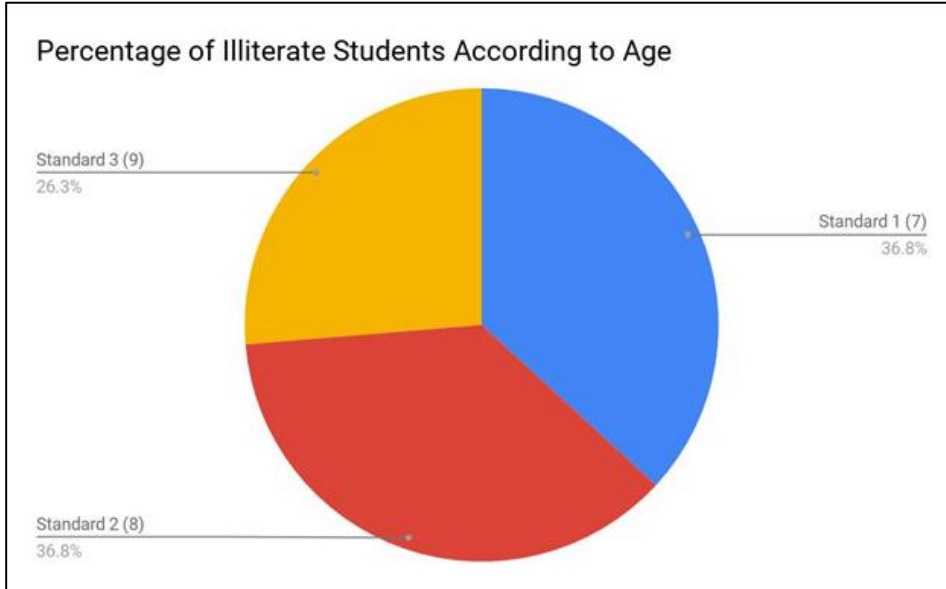


Figure 2: Percentage of Illiterate Students According to Age

Based on the interview with the teachers, researchers observed both the school's and the government's strategies in coping with illiteracy problems. Some of the main factors of illiteracy include dysfunctional families, poverty, and the urban poor phenomenon. The teachers believe that the sociological background of the family is one of the main reasons for illiteracy. The term 'urban poor' refers to "...people with a family of four, who earn less than RM2,000

a month and have less than RM5,000 in savings – someone who would not be able to survive three months without work" (Augustin, 2019). This is an obvious trend seen in the student's demographic profile as all the illiterate students come from a family with a total income of below RM3, 000. Figure 3 shows the total monthly income of the parents of the students with illiteracy issues.

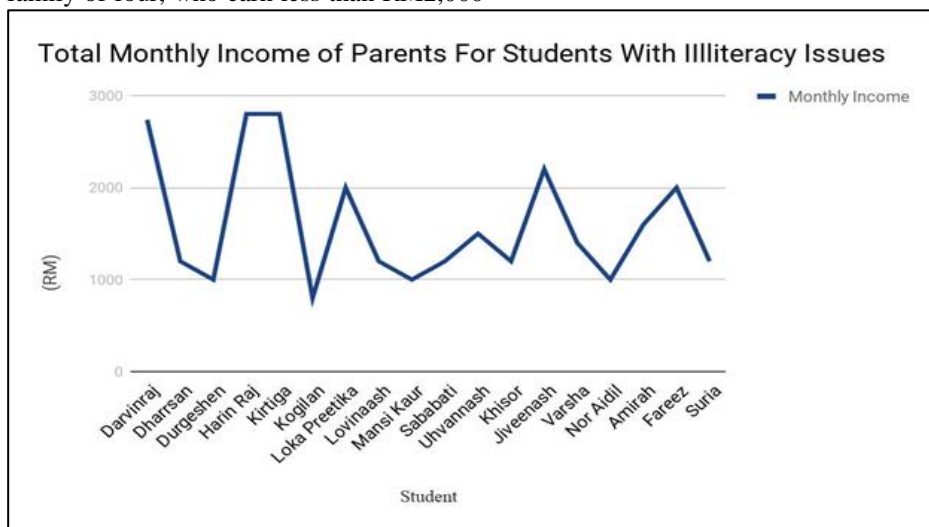


Figure 3: Total Monthly Income of Parents for Students With Illiteracy Issues

It is observed how the parents of students with illiteracy issues share a similar range of monthly income. This, according to the headmistress of SK Simpang Empat, gives

an effect on the student's progress in late or no early education (e.g. kindergarten) and the inability to provide private tutors and tuitions. The sociological background of

the families can also affect a student's performance. Dysfunctional families, parental ignorance, and personal problems often affect the attendance of the students at school and thus affecting their school work. The most interesting find is that each of these student's mothers is a full-time housewife and each of their parents possess a similar level of education; Grade Eleven. This is, for researchers, a pattern seen in the demographic profile of illiterate students.

Based on the interview with the kelas pemulihan (remedial class) teacher, she shares an abundant amount of strategies that the school uses to solve illiteracy issues among students. Precise information and instructions are needed in dealing with these students as they are considered 'slow-learners'. Teachers often need to demonstrate and give examples regarding how a certain task needs to be done. Drills, analogies, and gamification are some of the methods used. Other than that, Elements Across Curricular (Elemen Merentas Kurikulum) is also used to give the students a bigger perspective on a certain lesson. This method is implemented in a way that the teachers will combine a few subjects together in a lesson. For example, the usage of English grammar in Mathematics.

In the interview with the headmistress, she commented on how the teaching method of 3M: Menulis, Membaca, Mengira provided by the government specialized for students with literacy issues have been of great help. Students with literacy issues are focused only to read, write, and count before they are exposed to other forms of deeper knowledge. The school had also implemented the PDPC method, that is,

the usage of ICT to enhance the learning experience. She commented on how the evolution of technology had helped to make learning fun for students and easier for the teachers.

The school had also taken extra initiatives in curbing this issue, with what they call the 'withdrawal' method. Students who are illiterate were withdrawn from elective curriculum classes (e.g. Arts) and were given free extra classes to drill on their reading and writing skills.

From the study, it is observed how the government had also taken literacy issues among students very seriously. Food and book allowances were given to students who come from families with low income and Malaysia's Ministry of Education (KPM) had given many courses and programs designed for teachers to learn how to educate the students. Special needs schools were also opened in each state with specially trained teachers in order to curb this problem.

ANALYSIS

From the interviews and observation, it is found that the teaching methods used by SK Simpang Empat had been effective as students who had problems were able to overcome them once they entered Standard Four (10 years old). However, being able to read and write only when one is 10 years old is still a concerning issue. Using the Grounded Theory approach, this study will further examine the relationship between the student's family background and how this can affect their performance. This study will also inspect the efficiency of the initiatives taken by both the school and the government. Figure 4 and 5 show the theoretical models used to inspect these variables.

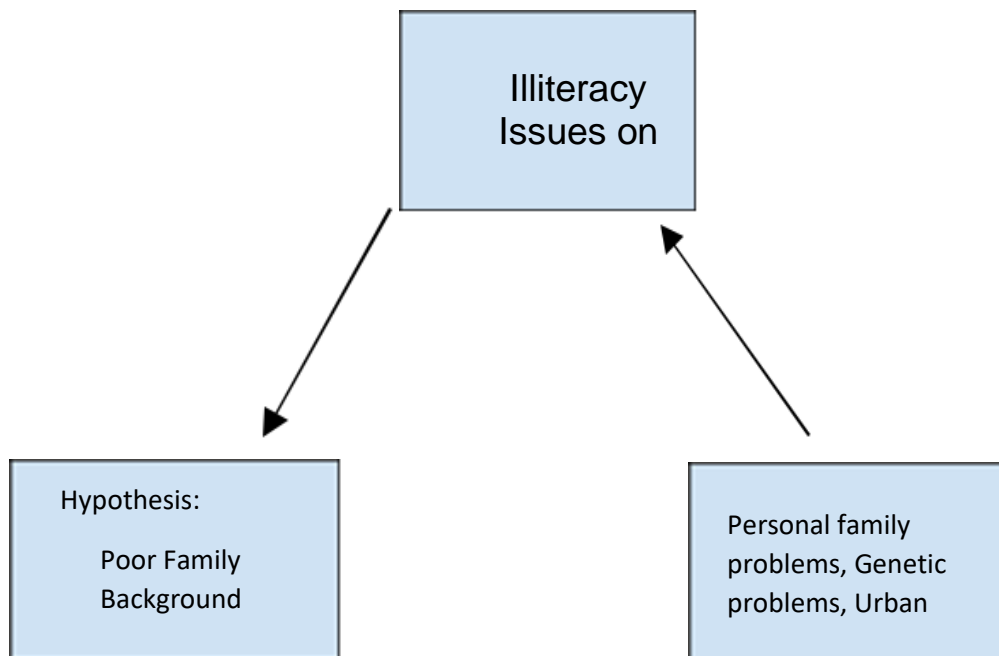


Figure 4: Family background and how it affect a student's performance

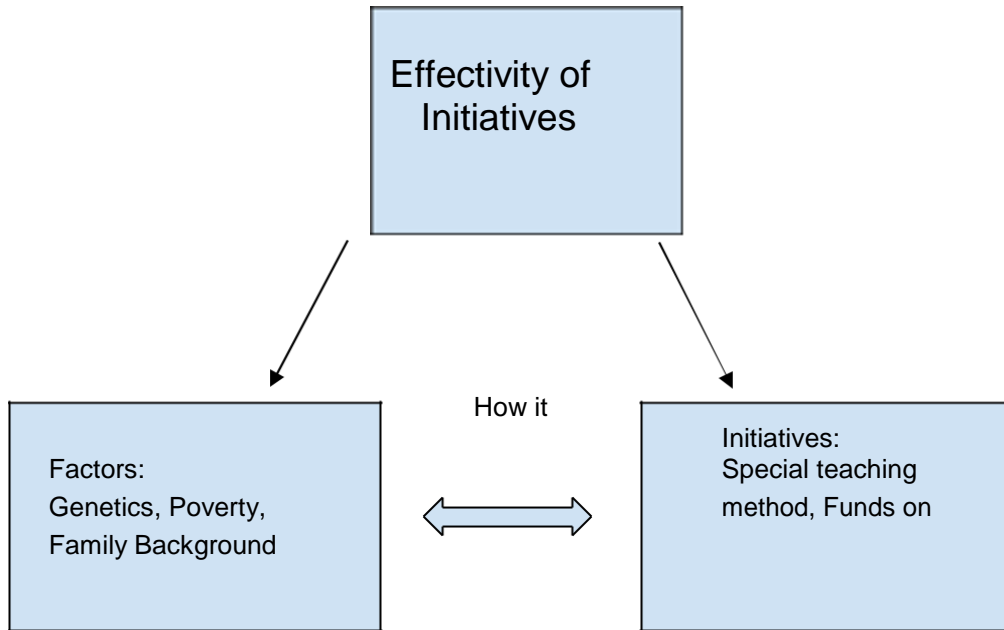


Figure 5: Effectivity of Initiatives, comparing the factors of illiteracy and the initiatives taken by the school and government.

The lack of parental awareness is not to be blamed solely on the parents themselves. This is an issue caused by layers of generations with a lack of resources and education. According to the comparison between the factors and initiatives taken, this study has seen how some of the initiatives may be less efficient in curbing the issue resulting in a waste of funding. Funds in books may not be helpful for students with illiteracy issues caused by genetics. Therefore, aligning with the third objective, this study would suggest a way in curbing the illiteracy issue in this country.

In the United States, students with illiteracy issues from a poor family background are further inspected by their government. The parents were examined to see if it really is a genetic problem. These parents and students will then be sent to a course or a program, along with their teachers in curbing the literacy issue. These programs will be a form of therapy for the students. "A crucial factor in establishing and maintaining forms of partnership in the education of students is mutual trust between parents and teachers" [40]. A recommendation would be to hold an extensive parent-teacher-student collaboration in the student's academic world. Governmental funds for books can be exchanged to use it for a more interactive program in order to increase efficiency.

CONCLUSION

From the findings, it can be summarized that some of the students can receive problems of illiteracy biologically, although a small number. Illiteracy issues can also occur from the family's sociological background. A student with parents of greater knowledge, awareness, and resources tend to succeed better in their education. This study aims to help solve illiteracy issues or students who are less fortunate in these life resources. The problems of poverty and parental awareness is an issue that can affect a child's future. This can

be related to past research where according to the Heart of America Foundation, 61 percent of families living in poverty do not have children's books in their homes. Millions of fundings and resources from the government can also be seen used inefficiently, therefore, producing a less efficient result where students of SK Simpang Empat are only able to read and write once they are 10 years old. This may let these students be left behind in their studies as the Grade Four curricular had already started to become more in-depth.

Although many initiatives from the school and government had been proven to solve this issue, a more efficient way can be considered. This study had inspected the main factors and the initiatives taken by the school and government and how they correlate with each other. This study had also provided a suggestion of a changed strategy in funding in order to increase the efficiency of the initiatives.

Overall, as education is planned to educate people to be more comprehensive, solving illiteracy issues should be a collaborative work between all sociological influencers of a child's life. It is a societal responsibility in a way that people need to recognise these problems and come out with new ideas to fix them.

REFERENCES

- 1- Snow, C. E., & Biancarosa, G.. Adolescent literacy and the achievement gap : What do we know and where do we go from here? [https://umdrive.memphis.edu/mransdll/public/Dr.Ransdell's old courses/RDNG 7544/Chapter 2 Adolescent Literacy and the Achievement Gap.pdf](https://umdrive.memphis.edu/mransdll/public/Dr.Ransdell's%20old%20courses/RDNG%207544/Chapter%20Adolescent%20Literacy%20and%20the%20Achievement%20Gap.pdf). (2003) Accessed 13 October 2013.
- 2- Chall, J. S., & Jacobs, V. A.. Poor children's fourth-grade slump. *American Educator*. (2003) <http://www.aft.org/pubs->

- reports/american_educator/spring2003/chall.html. Accessed 17 July 2014.
- 3- Clark, C., & Burke, D.. Boys' Reading Commission 2012: A review of existing research conducted to underpin the commission(2012).
 - 4- National Center for Education Statistics. "National Assessment of Educational Progress:
 - 5- Garcia. V. The Problem with Illiteracy and How it Affects All of Us. (July 2017) Retrieved from <https://readingpartners.org/blog/problem-illiteracy-affects-us/>
 - 6- William C. Wood. Literacy and the Entry-Level Workforce: The Role of Literacy and Policy in Labor Market Success. (June 2010)Retrieved from <https://epionline.org/studies/r127/>
 - 7- Gunnar Myrdal (Ed), Asian Drama. Vol.3, Allen Lane, The Penguin Press, London, pp.1651-1652,(1968).
 - 8- Burt, C.W. The education of illiterate adults, *British Journal of Educational Psychology*, Vol. XV, (1945).
 - 9- Zelizer V. A.. International Encyclopedia of the Social & Behavioral Sciences, (2001).
 - 10- UNESCO. International Literacy Year and the World Conference on Education for All. (1991) Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000089147>
 - 11- Nickel S. "Familienorientierte grundbildung im sozialraum als schlüsselstrategie zur breiten teilhabe an literalität," in *Literalität, Grundbildung oder Lesekompetenz? Beiträge zu einer Theorie-Praxis-Diskussion* eds Grotlüschen A., Linde A. (Münster: Waxmann;) 31–4, (2007). 1.
 - 12- Lee, J., Grigg, W., & Dion, G.. The Nation's Report Card [TM]: Mathematics 2007--National Assessment of Educational Progress at Grades 4 and 8. NCES 2007-494. *National Center for Education Statistics*, (2007).
 - 13- Reis A., Castro-Caldas A. Illiteracy: a cause of biased cognitive development. *J. Int. Neuropsychol. Soc.* 3 444–450, (1997).
 - 14- UNESCO. Records of the General Conference. 20th Session, Vol. 1. Paris: UNESCO, (1978).
 - 15- UNESCO. Adult and Youth Literacy. UIS Fact Sheet. Paris: UNESCO Institute for Statistics, (2015).
 - 16- Norman, H., Jenil, S. Z. M., & Yahya, R.. Personaliti Graduan Yang Menjadi Tarikan Organisasi. *Journal of Business Innovation*, 2(1), 53-61, (2017).
 - 17- Cumming-Potvin, W., Renshaw, P., & van Kraayenoord, C. A sociocultural analysis of language learning: New forms of literacy practices in a language and culture awareness programme. *Language and Education*, 17(6), 391-407, (2003).
 - 18- Guzel, Cigdem Is; Berberoglu, Giray,. An Analysis of the Programme for International Student Assessment 2000 (PISA 2000) Mathematical Literacy Data for Brazilian, Japanese and Norwegian Students, v31 n4 p283-314 ,Journal Articles; Reports Research, (2005).
 - 19- Gafoor, K. A., & Pg, J.. Cracking the Illiteracy Kernel: Need for a New Model. *Online Submission*, (2011).
 - 20- INDIA, P. *Census of India 2011 Provisional Population Totals*. New Delhi: Office of the Registrar General and Census Commissioner, (2011)..
 - 21- Menteri, J. P. Program Transformasi Kerajaan. *Putrajaya, Malaysia: Unit Pengurusan Prestasi Dan Pelaksanaan (PEMANDU)*, (2010)..
 - 22- Rahman, U. T. A. MOHE Funding 2011-2012 RMK10. *UTAR IPSR R&D*, (2010)..
 - 23- Duncan, G. J., & Magnuson, K. A. Can family socioeconomic resources account for racial and ethnic score gap? *The Future of Children*, 15(1), 35–54, (2005).
 - 24- Krueger, G., Koo, J., Lebwohl, M., Menter, A., Stern, R. S., & Rolstad, T. The impact of psoriasis on quality of life: results of a 1998 National Psoriasis Foundation patient-membership survey. *Archives of dermatology*, 137(3), 280-284, (2001)..
 - 25- Storch, S., & Whitehurst, G. The Role of Family and Home in the Literacy Development of Children from Low-Income Backgrounds, (2002, February 22). Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/cd.15>
 - 26- Brown, P., & Park, A.. Education and poverty in rural China, (2002, November 02). Retrieved from <https://www.sciencedirect.com/science/article/pii/S0272775701000401>
 - 27- Whitehurst, J. G., & Lonigan, C. *Get Ready to Read!* Boston, MA: Allyn and Bacon, (2001).
 - 28- Bahagian PERMATA. Dasar asuhan dan didikan awal kanak-kanak kebangsaan. Cyberjaya, Selangor: Jabatan Perdana Menteri, (2009).
 - 29- Molfese, V. J., Molfese, D. L., Modglin, A. T., Walker, J., & Neamon, J. Screening early reading skills in preschool children: Get Ready to Read. *Journal of Psychoeducational Assessment* 2004, 22, 136-150, (2004).
 - 30- Paulson, L. H., Kelly, K. L., van den Pol, R., Ashmore, R., Farrier, M., & Guilfoyle, S. The effects of an early reading curriculum on language and literacy development of Head Start children. *Journal of Research in Childhood Education*, 18, 169-178, (2004).
 - 31- Clay, M. M. Concept about print in English and other languages. *The Reading Teacher*, 42, 268-276, (1989).
 - 32- Clay, M. M. Introducing a new storybook to young readers. *The Reading Teacher*, 45(4), 264-265, (1991).
 - 33- Storch, S. A., & Whitehurst, G. J. The role of family and home in the literacy development of children from low-income backgrounds. In P. R. Britto & J. Brooks-Gunn (Eds.), *The role of family literacy environments in promoting young children's emerging literacy skills. Few directions for child and adolescent development* (pp. 53-71). San Francisco, CA: Jossey-Bass, (2001).
 - 34- DeBaryshe, B. D., & Gorecki, D. M. An experimental validation of a preschool emergent literacy curriculum. *Early Education and Development*, 18(1), 93-110, (2007).
 - 35- Cunningham, P. M., & Allington, R. L. *Classrooms that work: They can all read and write* (4th ed.). Upper Saddle River, NJ: Pearson Education, (2007).

- 36- Beaty, J. J. *Observing development of the young child*. Upper Saddle River, NJ: Pearson Education, (2010).
- 37- Wilson, S. B., & Lonigan C. J. An evaluation of two emergent literacy screening tools for preschool children. *The International Dyslexia Association* 2009, 59, 115-131, (2009).
- 38- Gullo, D. F. *Understanding assessment and evaluation in early childhood education* (2nd ed.). Amsterdam Avenue, NY: Teachers College Press, (2005).
- 39- Bailey, A. L., & Drummond, K. V. Who is at risk and why? Teachers' reasons for concern and their understanding and assessment of early literacy. *Educational Assessment*, 11, 149-178. doi: 10.1207/s15326977ea1103&42, (2006).
- 40- Menheere, A., & Hooge, E. H. Parental involvement in children's education: A review study about the effect of parental involvement on children's school education with a focus on the position of illiterate parents. *Journal of European Teacher Education Network*, 6, 144-157, (2010).