

Parent Perceptions of their Participation in Teaching Children Letter-sound Association

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ABSTRACT

Children enter kindergarten with a range in early literacy skills that may be due to differences of language experiences in their home environment. This qualitative study explored parents' perceptions of their involvement in teaching their children letter-sound association skills. As a result of parent responses to a survey, a parents-as-teachers workshop was developed to enhance parents' effectiveness in this role.

PROBLEM

Parents' lack of confidence, knowledge, and skill in preparing their children for kindergarten entrance contributes to their children entering kindergarten with limited early literacy skills.

Parents' perceptions on "what, how, and when" to teach their children early literacy skills may cause confusion and debate whether or not their children are ready for kindergarten entrance.

PURPOSE

The purpose of this project study was to:

- ✦ Explore parents' perceptions of their involvement in teaching their children letter-sound association skills before kindergarten entrance.
- ✦ Develop a parents-as-teachers workshop to increase parents' confidence, knowledge, and skill in assisting their children at home with early literacy practices.

RESEARCH QUESTION

How do parents view their role in supporting their children in developing letter-sound mastery prior to kindergarten entrance?

RELEVANT LITERATURE

Parent involvement: Berk & Winsler, 1995; Morgan & Chodkiewicz, 2009; Oyserman et al., 2007; Rasinski, 2003; Wolfe, 2002.

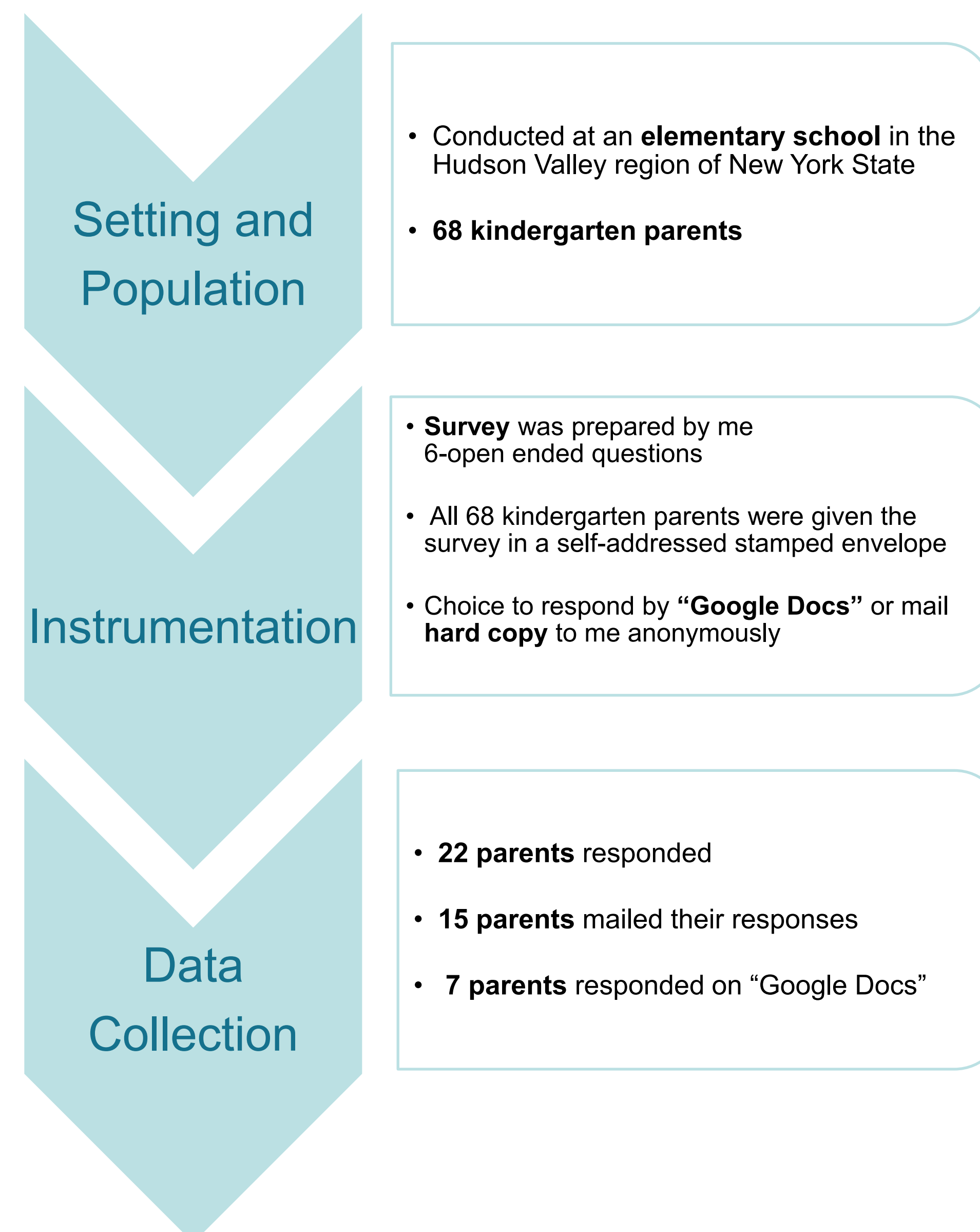
Emergent literacy: Fisher, 2008; Justice & Kadervek, 2004; Lynch, 2008; McGee & Purcell-Gates, 1997; Senechal et al., 2001; Teale & Sulzby, 1986; Wiggins et al., 2007.

Phonemic awareness: Bringham et al, 2010; Copple & Bredekamp, 2009; Campbell, 2008; Cummmings et al, 2011; Dodd & Carr, 2003; Fisher, 2008; Landry et al, 2006; Manning & Kato, 2006; Puma et al., 2010; Schuele & Boudreau, 2008; Tracey, 2006.

Self-efficacy theory: Bandura, 1963, 1977, 1982, 1986, 1995.

Scaffolded instruction: Vygotsky, 1978.

PROCEDURE



DATA ANALYSIS

Typological analysis and **color coding** was used to analyze the data.

FINDINGS

Five themes emerged from the data:

- **teaching confidence**
- **literacy knowledge**
- **teaching skill**
- **recognition of letter-sound association**
- **openness to a parents-as-teachers workshop**

These themes gave me direction in developing a parent-as-teachers workshop to guide parents in assisting their children with letter-sound association.

❖ The results indicated that **most** of the **parents** felt that they **utilized various strategies and materials** in assisting their children with letter-sound association.

❖ **Many parents** stated they **read to their children, played games, used flashcards, and bought phonics books** to assist their children in learning letter-sound association.

❖ **No one** indicated **utilizing music, movement, or the use of sand and play dough** to teach letter-sound recognition.

❖ It seems that parents are more apt to **buy items that are advertised on the market** such as **books, phonics books, flashcards and games** than to integrate literacy skills into everyday activities.

❖ It also seems that parents are **less likely to use playful activities in teaching literacy skills**, preferring strategies that are more conventional and didactic.

According to the parent survey data, most of the parents had not heard of or attended a parents-as-teachers program. Many of these parents indicated an interest in participating in a parents-as-teachers workshop.

LIMITATIONS

Convenience sampling of kindergarten parents was utilized at one elementary school in a local school district consisting of eight elementary schools.

Only 22 of 68 kindergarten parents responded to the survey.

CONCLUSION

Based on the results of this study, the findings indicate an interest and need for parents to attend a workshop that would help them prepare their children for kindergarten.

My project was developed to create and apply ideas and strategies in the development of a parents-as-teachers workshop.

The workshop was designed to have an impact on parents in the community to develop their confidence, knowledge, and skill to assist their children to learn early literacy skills.

SOCIAL CHANGE IMPLICATIONS

This study may promote positive social change by increasing the motivation of parents to assist their children at home with learning letter-sound association before kindergarten entrance.

Providing children with rich language experiences at an early age has the potential to contribute to literacy success.

