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## HABITUAL USE OF READING AND WRITING AT HOME AND ITS RELATIONSHIP WITH PHONOLOGICAL AWARENESS IN 5-YEAR- OLDS

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**Abstract:** This study originated due to the need to know the relationship between the habitual use of reading and writing at home, and the phonological knowledge that five-year-old children demonstrate. The study was carried out in an initial education institute belonging to the Local Educational Management Unit (UGEL) 02 in Peru. The importance of the research lies in knowing the evidence about the influence of the family to ensure quality opportunities for the generation of reading and writing skills. According to the results obtained, there seems to be a direct correlation between the habitual use of reading and writing at home, and the acquisition of phonemic awareness in the study subjects.

**Keywords:** Phonological awareness, Reading, Writing, Initial education.

## INTRODUCTION

Organic and mental changes occur rapidly in childhood, so this stage becomes the most sensitive period since it is where changes occur and cognitive processes are fed from the experiences of the individual in relation to their interactions with objects, people and the context.

During the process of communication, the child not only learns to speak; it also learns the purposes of language. For this reason, it is interesting to know not only how a child's language evolves, from the emission of sounds, the construction of sentences and the understanding of meanings, but also how and why children learn to use language in specific contexts, which cannot be examined without considering the interaction contexts, mainly the home context. In practice, children are often required to learn to read and write from an early age, without prior preparation, without correctly pronouncing or knowing the meaning of many of the words they hear and say.

The National Curriculum of Regular Basic Education (EBR), oriented to the achievement of the competencies that students must achieve for their integral development, highlights the mediating role of the teacher and the family as fundamental pieces in the teaching process; hence, the home is a source of continuous reinforcement of basic learning skills, especially for communication skills such as phonological awareness, through regular reading and writing activities in which the child is involved. This type of knowledge refers to the ability to reflect on the use of speech sounds and is intimately related to learning to read. According to Vida and Manjón (2000), phonological knowledge allows the transfer of language from or to written language, and in this process the internal structures of the word are analyzed.

Likewise the U.S. National Reading Panel (2000): points out that in the process of acquiring the habit of reading there are basic components such as phonemic awareness, vocabulary, fluency, comprehension and general awareness of written language.

In light of the aforementioned, it is observed that five-year-old children present difficulties in the syllabic decomposition of words, at least in the initial education institution (IEI) of the Local Educational Management Unit (UGEL) 02; likewise, they do not find the grapheme-phoneme relationship, and experience difficulties in manipulating the sounds of speech, since probably, in their homes, there are not sufficient reading and writing habits to promote effective phonological knowledge in their children. This makes it necessary to investigate the relationship between reading and writing habits, activities and practices at home and their relationship with the level of phonological knowledge of five-year-old children.

## DEVELOPING CONCEPTUAL ASPECTS

To understand this object of study, it is necessary to specify, conceptually, what the habitual use of reading and writing in the home means. We have the most accurate appreciation from Graves, Juel and Graves (2000) when they point out that in the home the exchange of experiences in which the student intervenes takes place and whose events have to do with reading and writing, being in these activities where adults and children act in a setting conducive to the development of oral and written language.

On the other hand, according to Negro and Traverso (2011), phonological knowledge refers to the understanding of sound units (phonemes) used in a language; this, without a doubt, includes hearing and producing separate phonemes; then, in this process, phonemes must be differentiated, as they are units based on sounds so that the words of a language acquire meaning (Ramos, 2004)

The studies carried out on psycholinguistics and genetic psychology support the conceptions of reading, which provide us with a new panorama of the reading act. Children appropriate written language as their logical structures mature, meaning understanding being a cognitive act. So, children, from a very early age, work cognitively trying to understand the various messages from their environment (Ferreiro, 1997, cited by Monrò, 2010). For his part, Solé (1998) points out that “reading is a process of interaction between the reader and the text, a process through which the first tries to satisfy the objectives that guide his reading” (p.18).

Knowing the stages of reading through which the child passes is important, since in this way we will be participants in their achievements and progress. According to Ehri (1991, cited by Monrò, 2010), this process is made up of three phases:

- *Phaseologographic*: logos, word, spelling, writing. In this phase, the child develops a global reading, without breaking it down into its elements; that is, the word is represented by each symbol or set of symbols; also determines the meaning of the word from the context.

Reading the labels of the most used products in their family context marks a scam; for example: “coca-cola”, “chocolate”, “milk”, or signs often seen on their walks, for example: “Metro” “Plaza Veá” “Tottus” already that infers its meaning from the context.

Ferreiro and Teberoski (2017) state that children recognize in written texts the images of objects or products close to them, so they argue that at this stage writing is part of drawing.

- *Alphabetic Phase*, the child discovers that the word is made up of syllables, and then the syllables by smaller units; ie: letters; here, the child gradually abandons global reading and realizes the properties of the text at the moment of reading it, analyzing the words syllabic or alphabetically.

His name makes up the set of most significant letters for the child; from them he identifies a text, this being the moment in which the motivation is acquired for the child to read and become a questioner: what does it say here?, what letters does my name have?, how do you write ball? moves on to the next phase.

- *spelling phase*. In this phase there is an ordering of the letters, which the child discovers, but in which they sometimes present a great difficulty for the writers due to the equality of their sounds; for example: “b” and “v”, the “ll” and the “y”, which causes spelling errors.

At this stage, during family interaction,

media such as: newspapers, television, books, encyclopedias, stories, their own labels, etc. are essential. These resources promote the development of pre-reading skills (Desporte et al., 1996). That is to say, there is a direct and positive relationship when parents use pleasurable habitual reading practices. For Braslavsky (2004), these activities become favorable routines that promote the early development of pre-reading and pre-writing skills.

### WRITING AT THE INITIAL LEVEL

Ferreiro and Teberosky (2017) point out that writing is an activity where the use of an instrument (pencil, punch) that leaves marks on the wood, on paper, which can be interpreted by others, and the exercise of an intellectual activity converge.

Children start early in this knowledge. The initial rudimentary strokes have evolved into conventional letters. The desire to write, explore, experiment with writing, has a close relationship with an enriched environment for that purpose.

Children develop the learning of writing from an early age, and are strengthened as it is promoted at home through various activities. Ferreiro and Gómez (1991, cited by Monró, 2010) point out three levels and sublevels for the achievement of various acquisitions of writing.

- *First level:* Writing as a substitute object:

At start they exist differences between drawing and writing. For the child, drawing and writing are the same; that is, if we ask a child to write, he will make an approximation to its graphic representation as writing (Figure 1).

Ballwriting = Drawing



Figure 1. Approach to its graphical representation

Next, the child finds differences between writing and drawing; then, when invited to write, he will make a series of lines (straight, circular, dots) as a product of his writing (Figure 2).

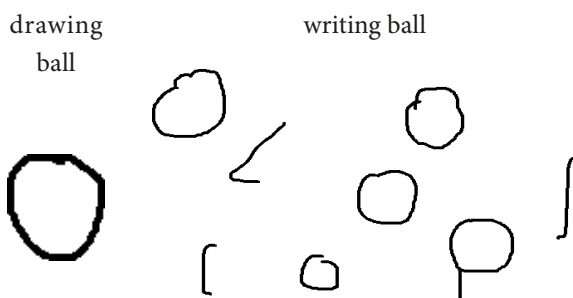


Figure 2. Difference between writing and drawing

- *Second Level:* different spellings for different words

Children live in a literate world. Conventional forms (letters) appear in their productions, even though they have no sound correspondence with the word. Children usually write familiar letters such as those in their names (Figure 3).

Ball

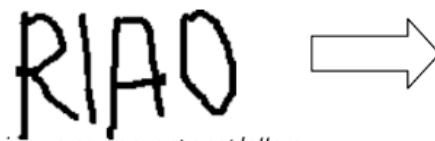


Figure 3. Typing using conventional letters

During this stage, children achieve progressive control in terms of variations: quantity of letters (quantitative) and variety of

letters (qualitative).

- *Third Level: writing as a representation of the sound pattern of the language:*

The child already considers the correspondence between the sound of the letter with the words. In this process they build three successive hypotheses: syllabic, syllabic-alphabetic, alphabetic.

- *syllabic sublevel:* the syllabic hypothesis is proposed: one spelling (letter) for each syllable of the spoken word. These letters may not correspond to the spellings used conventionally. Children often first use vowels to represent the syllables of the words they write; however, very quickly consonants begin to appear, mostly those of their name. The following scripts are typical at this level:

AND    A    A    yes    P    EITHER    A  
 I    SA    AC    SA    PE    IT    AT

- *Alphabetical syllabic sublevel:* The child still does not get rid of the syllabic hypothesis; however, he begins to approve the alphabetic syllabic hypothesis in possession of the knowledge built up to now. As we can see in their productions, the place of the syllables is occupied by some letters:

MONTH                      CMISA                      PLOA  
 TABLE                    T-SHIRT                    BALL

- *Alphabetic sublevel:* At this level, the child has understood the sound correspondence of each letter.

Ferreiro and Teberosky (2017) state that writing has been viewed as “something” that “must be taught” and whose “learning” involves motor exercises for the development of specific capacities. They also point out that writing is a natural learning process, since just as a child learns to speak, he also learns to write.

Vocabulary is nurtured by the intervention of the family in interactive activities such as joint readings. In this sense, it has been determined that the use of routines promotes the development of reading and writing skills, and when this habit exists in the family, the development of reading and writing skills is enhanced and provides their children with greater possibilities of making this knowledge their own, having observed that the determining factors in the academic process would be related to the circumstances present in the family context (Gil, 2009).

## RESULTS AND CONCLUSIONS

variables	syllabic level “I”	phonemic level “I”	phonological awareness “I”
Habitual use of reading and writing at home	0.546(*)	0.511(*)	0.539(*)
(*)Highly significant (p<.001)			

Table 1: Correlation coefficients (discriminated by levels)

Based on the results obtained, with highly significant correlation coefficients, it can be stated that there is a positive and direct correlation between the habitual use of reading and writing at home and the acquisition of phonemic awareness in five-year-old children, so by way of conclusion it can be established that:

1. Reading and writing activities developed at home and in which the family interacts with the child, favor the development of phonological knowledge.
2. The home is the first source of learning experiences, where the child finds his first source of vocabulary and knows the models of linguistic and grammatical constructions.
3. The family is an educational agent capable of enhancing the learning, educational quality and creativity of children. Thus, the quality of the home literacy context and its influence on the acquisition of pre-reading and pre-writing skills and knowledge of infants are highlighted.

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