

BRIDGING LITERACY GAPS: A SYSTEMATIC LITERATURE REVIEW OF FAMILY-BASED READING SUPPORT SYSTEM

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Abstract: The Covid-19 epidemic lock downs have had a significant impact on the development of reading among young language learners around the world for the past three years. Certainly, the support of family members at home, who served as facilitators of the young elementary learners during the distance learning, needs to be strengthened. The researchers wanted to see how different family-based support systems were used at home before and after the epidemic. The researcher conducted a systematic literature review in which studies on this topic were evaluated using inclusion-exclusion criteria, and it was discovered that there are four types of family-based support systems for reading at home: home-based shared reading support, play and learn systems, parental intervention support, and promoting writing prompts and reading support. The major impacts of the support system were divided into three categories: motivating and promising effects, linguistic development effects, and family relationship strengthening effects. It was suggested that increasing community participation in reading campaigns is critical to helping the community meet its reading challenge.

Keywords: young language learners, distance learning, family-based support systems, systematic literature review.

1. INTRODUCTION

It is always true that it takes a village to raise a child as stated in an African proverb. In addition to the important role that parents and family members play in a child's education, the proverb emphasizes the importance of a nurturing community for all children's growth. This is solid evidence that recognizing reading culture as a contributor to a school's reading success takes more than just good first teaching. Reading is at the forefront of school improvement when a strong reading culture is established. A creative and interesting reading culture not only produces proficient and devoted readers, but it also improves student outcomes, community connection, and well-being. People must see themselves as members of a culture that values reading as a significant and joyful activity if reading is to become a lifetime habit.

For instance, parents and the home environment are crucial factors in encouraging a love of reading. The variety and frequency of literacy activities done at home have been linked to the development of children's reading skills by enhancing their language and early literacy skills prior to formal schooling (Hood et al., 2008). Since there is a widely held assumption that reading makes someone smarter, which leads to greater life success, every child must be a good reader at home and at school.

Every Child a Reader Program (ECARP) is a nationwide initiative that promotes the Department of Education's (DepEd) goal of making every child a proficient reader and writer at his or her grade level. It is working to achieve the Education for

All (EFA) goal of universal school attendance, as well as the eradication of dropouts and repetition in the first three grades. Recognizing that many Filipino students continue to struggle to reach learning objectives in early language, literacy, and numeracy, the Department of Education (DepEd) has "strongly encouraged" all elementary and secondary public schools to increase reading advocacy. Thus, parents are encouraged to join the Department of Education (DepEd) in its mission to make every child a reader.

Relative to this, home-based literacy supports are critical for children's reading development, particularly now that the pandemic has wreaked havoc on the Philippines' education system over the previous two years. To note its significance, greater early childhood home reading exposure is linked to the activation of brain areas that facilitate mental imagery and narrative comprehension, which can help with emerging literacy (Hutton, Horowitz-Kraus, Mendelsohn, Dewitt and Holland, 2015). Thus, when there is a whole-home literacy environment centered on a high value placed on literacy, such as opportunities for verbal connection, encouragement of reading and time permitted to do so, and availability of books, family engagement to promote student literacy is most effective.

There has been a lot of interest in how to help young children read in the last few decades, especially those who have been identified as being at risk for reading difficulties or academic failure. As a result, most schools have begun to implement reading programs.

Furthermore, the majority of studies were centered on literacy concerns. However, few studies have looked at the family as a critical element in a learner's ability to read. This study looks at the crucial family-based support mechanisms or systems that family members and the community employ at home to help youngsters improve their reading skills. As a result, more study is needed to compare it to the most successful reading coaching and development at home interventions.

Research Questions:

1. What are the Family-based Support System rendered by at home to bridge reading gaps among elementary learners
2. What are the effects of the support system or intervention of parents to the reading literacy of the learners?

2. METHODOLOGY

The systematic literature review (SLR) method was used in this investigation. A systematic literature review (also known as a systematic review) is a method of locating, analyzing, and interpreting all relevant research on a specific research question, topic area, or phenomenon of interest. Primary studies are individual studies that contribute to a systematic review; a systematic review is a type of secondary study (Kitchenham, 2007). A systematic literature review identifies, chooses, and critically evaluates research that seeks to address a specific topic (Dewey & Drahota, 2016).

Such method is also supported by Okoli and Schabram (2010) who distinguish a stand-alone literature review (systematic literature review) from the other two types of literature review for theoretical foundations for primary research and for graduate student theses. Accordingly, a stand-alone literature review, in its best form, becomes a much cited piece of work which researchers would seek out as a first clear outline of the literature when undertaking an investigation. Such free-standing reviews summarize existence evidence, identify gaps in current research and provide a framework for positioning research endeavors.

Further, literature review is helpful in several ways. It not only helps researchers glean the ideas of others interested in a particular research question (through important research findings and theories), but it also lets them read about the results of similar or related studies. Literature reviews also give researchers ideas about areas where more research needs to be done. They refer to these as "gaps" in the literature (Fraenkel, Wallen & Hyun, 2012).

Thus, the use of the method was employed in this endeavor.

Data Procedure

The first stage in meeting the goals of this study was to search several databases for every study on family-based support systems in early reading. The search was conducted using eligibility criteria defined prior to the commencement of the process of identifying, locating, and retrieving the research needed to address the challenge of evidence-based practice. The eligibility criteria determined which studies would be included in the systematic review and which would be excluded. While the criteria were subject to change as the systematic review progressed through the early stages, some of the criteria were critical to gathering a rigorous and defensible set of data for the review (Meline, 2006).

The criteria for including and excluding studies serve as an operational characterization of the problem (Abrami, Cohen, & d'Apollonia, 1988), as well as a clear guideline for the research standards that will be utilized to choose which papers will be included in the review. The inclusion criteria were applied liberally at first to ensure that relevant research were included, and no study was rejected without careful consideration. Studies were initially only disqualified if they clearly met one or more of the exclusion criteria.

The inclusion criteria were not excessively broad or too severe, based on a critical assessment strategy that tries to include works that meet some high methodological threshold of quality (Slavins, 1987 referenced by Meline, 2006). According to Lam and Kennedy (2005), if the inclusion criteria are too broad, research of poor quality may be included, decreasing confidence in the final conclusion. If the criteria are excessively stringent, the conclusions will be based on a smaller number of research and may not be generalizable. As a result, the researcher defined the exact inclusion and exclusion criteria while extracting the available data from the databases. Out of 50 articles, 31 papers met the first inclusion and exclusion criteria using accessible databases and the keywords home-based literacy support/family-based literacy support/reading at home support/shared reading. The qualifying criteria employed in this investigation are shown in Table 1.

Table 1: Eligibility Criteria

Parameters	Inclusion Criteria	Exclusion Criteria
Type of research	Primary researches published in reputable or peer-reviewed journals, and scientific papers	Book reviews, opinion pieces, literary reviews, policy documents
Results of the study	Research articles or scientific papers that dealt with parental support or family member support system towards reading literacy of children	Research articles or scientific papers that did not have parental support or family member support system towards reading literacy of children
Language	Research articles or scientific papers that made use of English as a medium of writing	Research articles or scientific papers that did not make use of English as a medium of writing
Data Base	Google scholar, EBSCO, Proquest, and other databases accessible to the researcher	Databases not accessible to the researcher
Time frame	Research articles or scientific papers on family support to reading published from 2000 to 2021	Research articles or scientific papers on family support to reading not published from 2000 to 2021

The main consideration in the selection of articles as included in the inclusion criteria are articles from valid publications or those that have undergone a peer review process. Publications are necessary steps in the dialogue with other scientists about the approach and significance of research studies (Kalichman, 2001).

After confirming that the research articles met the aforementioned criteria, the quality of the papers was further assessed in order to choose the final papers for inclusion in the review. The criteria for evaluating a scientific paper were considered at this stage. The articles should follow the standard scientific paper structure of introduction, methods, results/findings, and conclusions and discussion (Sharp, 2002).

Relevant findings from the chosen studies were also retrieved. The findings were then discussed based on common themes. Key concepts on the issue that emerge in numerous studies indicate that they are the study's main concepts. Finally, the information acquired was discussed and conclusions were reached.

Treatment of Data

The study's filtered data and information were organized in a tabular manner, with essential concepts and significant information extracted and saturated. Every article's specific family-based support system, as well as its impact on the child's reading development, was thoroughly examined in terms of its features and application.

The family-based support system that helps in the reading literacy and development of the child identified by the authors were then discussed. Based on the data, the statements and concepts of the support system was discussed, while the effects of the support system were further explored with its implications. All support system that are similar and have the same goals in terms of its functions were treated as one. Significant concepts culled from the studies were incorporated.

The identified family-based support system for reading literacy and child development was then discussed. The assertions and concepts of the support system were debated based on the data, and the support system's consequences and implications were further studied. All support systems that are similar in function and have the same goals were treated as one. The most important ideas from the investigations were adopted. The result reveals the primary goal of this study, which was to benchmark on the notable family-based support system in reading enhancement of learners.

3. FINDINGS AND DISCUSSION

To represent how parent supports their children's learning in a variety of ways and in diverse circumstances, the family-based support system research on bridging reading literacy gaps was grouped into four categories. The categories include family collaboration system, play and learn support, parental intervention support, and other significant parental support as presented in Table 2.

Table 2. Family-based support system

Categories	Specific Parental Support
A. Home-based Shared Reading Support	1) Parent-Child Shared Reading 2) Shared Book Reading and interaction 3) Mother-Child Dyad Book Reading Activity 4) Language-Based Bedtime Share Readings and viewing 5) Parents' Interactions with Children in Storybook Sharing 6) Joint Attention and Parent-Child Book Reading 7) Mother or Father-Infant Book Reading or Parent-Child Dyads
B. Play and Learn System	1) Facilitative learning 2) parent-infant free play 3) play and learning practices
C. Parental Intervention Support	1) Alternative Parenting Support 2) Parent-Child Interaction Therapy 3) Parent-Child Interaction Therapy 4) Family Support for Literacy 5) Family Tutor Interventions 6) Home to School Connection 7) Coalition Project
D. Promoting Writing Prompts and Reading Support	1) Dialogue Journals 2) Book Gifting

3.1 Family-Based Support System to Bridge Reading Literacy Gaps

3.1.1 Home-based Shared Reading Support

Reading to their children was promoted by the parents. Both are commonly engage in collaborative book reading in the hopes of fostering the literacy development of the children. Various studies have identified joint reading activities as a parent's affective and cognitive-linguistic supports, as well as a child's responses to maternal or paternal requests and initiations. Relatively, cognitive strategy is concerned with how to acquire, recall, and communicate information in a reflective and analytical manner. The learner will be able to self-learn (self-instruction) and learn independently if they master the internal process well. They will be able to solve difficulties and effectively communicate their thoughts.

According to Gagne and Briggs (1979), as cited by Suyitno (2017), cognitive strategy is an internally structured skill that impacts the learner's intellectual process, which includes problem solving, learning, remembering, and thinking. The statement emphasizes then that cognitive strategies are internal processes that can be used for a variety of activities that require cognitive engagement, such as reading comprehension cognitive strategies.

The collaborative supports identified in the articles include the following: parent-child shared reading; shared book reading and interaction; mother-child dyad book reading activity; language-based bedtime share readings; parents' interactions with children in story book sharing; joint attention and parent-child book reading; and mother or father-infant book reading or parent-child dyads.

3.1.1.a Parent-Child Shared Reading

Parents read a story book to their children as part of the activity. Books and stories have long been a part of our cultural heritage. Parent-child shared book reading is an event that will support their children's literacy development, according to the parents (Philips, Norris, & Anderson, 2008). This form of reading aid was used in the majority of the articles.

3.1.1.b Shared Book Reading and interaction

In a study of Mexican American mothers, interactive practices during shared book reading were described. During the collaborative book reading, a variety of communication activities were noticed. The development of preschool children's vocabulary is influenced by shared book reading (De Temple & Snow, 2003). In addition to this reading assistance, the examined article revealed an interactive reading technique. It was stated that there is a promotion of interactive reading, comprehension help, and the application of literacy practices within shared book reading. The book, as a tool in interactive learning, provides readers and listeners with further engagement beyond the text itself.

Furthermore, collaborative book reading was identified as a literacy environment booster in the home. Parents played a significant role in supporting and creating these literacy activities at home for their young children to help them develop early reading skills (Burgess, Hecht, & Lonigan, 2002). Parental reading-related knowledge was linked to children's letter-word reading and sound awareness at the expense of other child measures (e.g., receptive vocabulary and math), whereas parental cultural knowledge was linked to children's oral expression and math ability but not to their letter-word knowledge and sound awareness.

Early shared book reading includes alphabet and rhyming books, books that improve vocabulary, and content that is just beyond the child's autonomous reading level, allowing the parent to act as a reading coach. Involving parents in their children's literacy development has been highlighted as one of the most effective supports for academic success, according to Casanova, Garca-Linares, de la Torre, and de la Villa Carpio (2005).

3.1.1.c Mother-Child Dyad Book Reading Activity

Participants were given a normal range of books, including rhyming books, books with manipulatives and sound effects, and books with simple plots. Mothers were told to read to their children like they always did. The statistics reveal that a parent-coordinated intervention strategy was used in the study. It was assumed that this would assist the children in learning more during the group book reading. The resources utilized by parents in the study were described as facilitative by Barton-Hulsey, Lorang, Renfus, and Sterling (2020) because the book provided a series of pictures and events to name, describe, and sequence when the parents are speaking with their child.

3.1.1.d Language-Based Bedtime Share Readings and viewing

Parents participate in activities such as group reading, prayer at night, and watching television. Shared reading before bedtime is a common practice that allows parents and children to engage in literacy-enhancing activities together. During nighttime prayer, families also engaged in language-based activities with their preschoolers.

This study further emphasizes the importance of television viewing as an evening pastime among African American toddlers. Before going to bed, several children watched television. Children's nightly rituals included watching television regardless of social class, which could imply a sense of belonging to a larger societal culture in which watching television before bed has become increasingly popular among Americans (National Sleep Foundation, 2011).

3.1.1.e Parents' Interactions with Children in Storybook Sharing

The interaction of parents and children with text was linked to early literacy achievement in young children in this study. The reading achievement of their children was found to be favorably associated with their parents' more cognitively advanced remarks. There may be a link between reading and writing problems in school and difficulties constructing abstract methods and tactics, according to Sorsby and Martlew (1991) as cited by Danis, Bernard, & Leproux (2000).

According to the findings, storybook reading provides an atmosphere for parents to model various sorts of text interactions in order to help their children to think more abstractly.

3.1.1.f Joint Attention and Parent-Child Book Reading

Parents continue to play a critical role in the formation of joint attention throughout early life (Farrant & Zubrick, 2013). The outcomes of the study show that in Western countries, collaborative attention and parent-child book reading are essential interpersonal contexts for children's early language development.

3.1.1.g Mother or Father-Infant Book Reading or Parent-Child Dyads

As a result, by the time they reach their first birthday, newborns will have learnt all of the sounds required to communicate in their native tongue. If there are more stories to read aloud and more words for the infant to hear, this is more likely to happen. Shared reading is a marker of parent-infant joint attention, which contributes to a child's cognitive development, according to the research.

For example, it has been discovered that maternal stimulation during toy play increases newborn attention to objects greatly. As a result, group reading might help infants develop longer attention spans (Karrass, VanDeventer, & Braungart-Rieker, 2003).

3.1.2 Play and Learn System

According to a social-constructivist theory of shared reading, children learn not just from the words in the book, but also from the adult's discussion, language supports, and scaffolding provided during reading (Fletcher & Reese, 2005). Some of the linguistic aids identified in several reading coaching studies include facilitative learning, parent-infant free play, and parental play and learning behaviors. According to Landry, et al. (2021), the efficacy of the play and learn strategy had previously been shown for improving mother and child behaviors in play contexts, everyday activities, and standardized child language assessments.

Paul (2021) characterized facilitative play as "an approach recognized in the speech and language literature in which a clinician organizes activities for a child to demonstrate goal behaviors during natural play." Mother-infant free play and father-infant free play have the same concept when it comes to supporting learning while playing. Mothers and fathers support play relationships in a variety of ways across cultures and time, as numerous researchers have observed (Göncü and Gauvain, 2011). Play-like activities include things like humour, guilt, status leveling, and even work-related activities, as seen in some hunting and gathering civilizations (Gray, 2009).

Furthermore, the meaning associated with parental socialization goals and expectations for children is driven by cultural ideas and practices established and shaped within the ethos of parental socialization aims and expectations.

3.1.3 Parental Intervention Support

3.1.3a Alternative Parenting Support

The role of alternative parenting is seen in after-school care centers, with family relatives, extra classes and tutors. The alternative parenting support ranges from providing support for homework to helping language development through reading activities, and key tasks that a child has to do after school.

There are also parent-child activities or educational activities that parents do with their children for educational support, particularly language development. It was suggested that identifying the activities that parents do with their children could be considered a type of learner support and a sign of parental involvement. Reading and looking through the work done at the aftercare assistance are two of these activities. It's worth noting that the children's alternate parent is also a valuable contribution to their language development. This technique involves a parental and teacher intervention. Parents make an attempt to read with their children by reading to them or with them themselves.

3.1.3b Parent-Child Interaction Therapy

This support system was described as language intervention approach. Accordingly, early language intervention is the intentional arrangement of experiences that enhance children's language comprehension and expression.

Language proficiency is crucial for nearly every element of a child's life, including pleasant peer relationships, successful communication, and proper school learning. Children with low language skills may experience social and behavioral issues as well as reading challenges (Botting & Conti-Ramsden, 2000). Systematic language training in preschools, according to Dickinson, McCabe, and Essex (2006), can help children avoid more intensive language and reading intervention in primary school. They called the preschool years "the window of opportunity for language."

3.1.3c Parent-focused intervention

Decontextualizing language is another name for it. The frequency with which preschool children use decontextualized language, or discourse about abstract themes beyond the here-and-now, is related to their kindergarten preparation and the frequency with which their parents use decontextualized language. Reading is being introduced during this stage where parent establishes dyads.

The trained dyads generalized the program content to improve their usage of similarly decontextualized, but untrained dialogues. These findings show that an abstract property of the input may be manipulated, and they propose a straightforward, scalable, and repeatable method for improving a feature of child language that is known to be important for school readiness.

3.1.3d Family Support for Literacy

This refers to the aspects of the home literacy environment that encourage reading as well as the kinds of interactions that take place during shared reading at home. Early reading achievement was poorly predicted by measures of family support for reading throughout early reading instruction in Grade 1. In this survey, parents were asked about their present literacy activities at home (Hutchinson, Nancy L; Kirby, John R; Carson, Linda, 2000).

Previously, participants in research were asked about their practices. Their kids started school. It's probable that some successful parents have. At home, Grade 1 readers had reduced their shared reading activities, whereas some parents of struggling readers may have seen a significant increase their reading efforts at home, so changing the previous link between reading achievement and family support.

3.1.3e Family Tutor Interventions

At home, family usually do the reading comprehension activities. Families are acting as reading tutors for their children, complementing the peer tutoring received at school. According to research, it is critical to involve families in their children's education and to communicate information. Their growth and learning in schools is a critical component of educational quality. Ma (2008) discovered that genuine interactions with the school help families feel competent in their children's education. Their children are supported and feel totally included into the community. Parents often want their children to acquire an intrinsic passion for academic study that leads to a positive attitude and assignment completion success. As a result, most parents are willing to support this approach, especially when their children actively request it (Walker et al. 2011).

Education experts should provide resources to families for these reasons in order to establish family harmony, and strategies to promote and support their children's learning locations that support their children's good attitude toward study and education school achievement expectations (Martinez, 2004).

3.1.3f Home to School Connection

Sénéchel & LeFevre (2002) found that providing children with literacy development activities at home had a beneficial academic outcome (home-to-school connection on reading practices). Research has shown students who have a strong literacy foundation in early elementary years are often successful in later grades Cook, C., Health F., and Thompson, R.L. (2000).

A factor in student academic success is family involvement in the child's education (Gibbons, 2010). Caregiver involvement is important in every child's education; however, it is especially important for the child whose family is from a differing linguistic background (Harper & Pelletier, 2010). Parents who communicate with their child's school are more informed and might serve as a mediator between positive academic achievement and parent involvement.

3.1.3g Coalition Project

The Coalition project, developed by Boudo et al. (2014), was conceived as a way to assist parents in promoting their children's reading development. The project started with a specific purpose in mind: to give opportunities for parents to help their children's emerging literacy development, specifically their conceptions about print and vocabulary development, as well as to nurture parents' good attitudes toward reading.

Adults who have sufficient knowledge and awareness of how to use various sorts of books to support and enhance their children's reading are likely to use that knowledge and understanding to support and enhance their children's reading. As a result, projects like this one must continue to provide families with opportunity to learn more about how to use traditional and electronic books with their children.

3.1.4 Promoting Reading Support

Other parental support to reading development of their children are journaling and book gifting. Writing prompts and reading exercises are a natural transition into other areas of literacy.

3.1.4a Dialogue Journals

Dialogue journals offered families with an authentic writing medium to communicate with their children, according to DeFauw (2017). Parents' initial interest in taking the discussion journals home could have simply been a desire for a notebook at home; nevertheless, bringing the resources home enhanced the likelihood that all family members would actively participate in keeping dialogue diaries. Writing prompts and reading exercises are a natural transition into other areas of literacy. Children's reading comprehension and emergent literacy abilities are aided by shared reading experiences that are rich in dialogue (Barone, 2011). The parent-writers' oral and written language development was aided by picture book read-aloud.

3.1.4b Book Gifting

In Ireland, they have a practice called "National Baby Book Gifting Scheme", where book gifting is considered as an intervention on reading to infants. Research demonstrates that gifting of books to infants encourages parents to commence reading earlier with their child, which can have benefits for development (Wade and Moore, 2000).

Significantly, the majority of the identified home-based support systems for bridging reading literacy gaps among young learners relied on parents' extra effort to assist them read at home. However, many tactics were found as part of the distinct strategy. Parents' techniques as a support to their children are viewed as an excellent avenue for boosting early reading ability. Among the several support mechanisms described, joint reading is a popular choice. The majority of parents recognized the importance of preparing their children for the transition to school. The parents focused their intervention on the problems and difficulties in their children's reading development.

3.2 Effects of Family-based Support System in Reading Development

The unifying denominator for the support system mentioned in several publications is the positive impact on learners' reading development. The major impacts indicated in the papers were divided into three categories: motivating and promising effects, linguistic development effects, and family relationship strengthening effects.

The learners' reading skills were rated as the top priority based on the motivational and hopeful impacts of the family-based support system. During shared reading sessions at home, interactive and social experiences are anticipated to be promoted. Similarly, play and learn practices may have an impact on children's language development. It was also discovered that shared reading is a sign of parent-child combined attention, which aids in a child's cognitive development. A closer connection between the school and parents results in a child's language development being empowered.

The review uncovered a major discovery that emphasizes the relevance of parent-child book reading. It may be deduced from this that parent-child book reading is an important interpersonal environment in which early language development is facilitated. In a home-based engagement, personal communication with parents is being developed. Children are motivated to read when they observe their parents reading, which occurs frequently when parents are engaged in personal studies or reading other materials. In the lack of studies, it does not appear that parents make deliberate decisions to acquire books to read in order to model reading for their children. When children see their parents reading, they are motivated to do so as well. This happens commonly when parents are doing personal studies or reading other materials. Parents do not appear to

make purposeful decisions to obtain books to read in order to model reading for their children, according to the absence of studies. Children who receive both fun and positive esteem, as well as direction, coaching, and correction, are more likely to pay attention to and internalize the information and skills that their parents try to teach them, as well as acquire the enthusiasm and incentive to continue learning. Similarly, parents who regularly and naturally incorporate the literacy activities mentioned in this review will have a greater opportunity to examine their child's skill level and fine-tune their interactions to boost child interest and engagement. The

The project's additional benefit is parents' increased commitment to their children's literacy learning and development. The importance of technology, such as the Kindle, assisting and strengthening their child's language and communication skills literacy improvement.

Furthermore, most of the articles suggest that personal communication is created in a home-based reading engagement, in addition to parental intervention, which is a crucial family-based support for reading. Respect is demonstrated when parents communicate well with their children. Children will then begin to feel heard and understood by their parents, boosting their self-esteem. Children with high self-esteem are more likely to be interested in reading. According to research, the quality of students' learning settings has a significant impact on their learning. According to research, the quality of students' learning settings has a significant impact on their learning. When sleep, nourishment, and social needs are not addressed, the brain's potential to create neuronal connections (in other words, to learn) is harmed. Furthermore, maximizing the brain's plasticity (the ability to adapt to change at the neuronal level) necessitates a holistic approach to learning that prioritizes the student's physical and mental well-being (OECD, 2007).

Similarly, it was discovered that parent-led intervention improves children's expressive verbal ability. Brown (2016) wrote an interesting paper that addressed the core of the problem. She investigated some perceived barriers that speech-language pathologists (SLPs) have reported when considering coaching parents in their own practice in this article, titled "Coaching in Parent Implemented Early Communication Interventions: Understanding and Overcoming Individual-Level Implementation Barriers." The author presents solutions for addressing the barriers based on comments provided by SLPs during coaching professional development. These roadblocks, which are limited to individual-level and personal characteristics, can be divided into three categories: a) comprehension and knowledge of coaching's function in early intervention, b) preferences, and c) coaching skills.

Another important finding in this area is that children are motivated to read when they observe their parents reading, which occurs frequently when parents are engaged in personal studies or reading other materials. In the lack of studies, it does not appear that parents make deliberate decisions to acquire books to read in order to model reading for their children. It appears to be an intervention strategy used when youngsters are unable to read or listen to their reading homework.

Additionally, home-school partnerships help students succeed academically. These collaborations enable the caregiver to support their kid and include their background experiences, culture, and language into the teacher's curriculum. Coaching entails a great deal more. It's a process in which the interventionist uses a range of approaches to promote the parent-child interaction, all of which are interconnected and involve the child.

Other significant parenting support to learning indicates that writing prompts and reading exercises may serve as a natural transition into other areas of literacy. Children's reading comprehension and emergent literacy abilities are aided by shared reading experiences that are rich in dialogue (Barone, 2011). Furthermore, reading picture books aloud benefited the parent-writers' oral and written language development. Reading at an early age is encouraged by the culture of book gifting, which enhances the development of language, cognition, and socioemotional abilities.

4. CONCLUSION

Since the outbreak of the pandemic that wreaked havoc on the world's educational system, family members' reading assistance has become the last recourse of educational institutions. The importance of this method in closing learning disparities among elementary students was examined in various articles published since the year 2000 up to the present. With all the presented family-based support to reading development, the research highlights four categories that describes the support system rendered by parents at home namely, family collaboration support, play and learn system, parental intervention support, and other significant parental support.

The family-based support system means that the family has a significant impact on the reading development of children at home, with the following conclusions:

- a) Children's linguistic development is aided by collaborative reading practices such as parent-child shared reading or dyad book reading.
- b) Parents utilize facilitative approaches such as play and learn to support language development.
- c) Parent-driven interventions for reading development are advantageous to children's academic performance in school.
- d) Genuine results from writing prompts and a reading-oriented family are simple but effective approaches for promoting reading at home.

Teachers and parents will need to investigate the best practices and approaches used by family members at home to assist youngsters develop their reading skills. To help with reading development, increasing community participation in reading campaigns is vital to aid the community's reading challenge.

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