

THE DEVELOPMENT OF LITERACY MATERIAL IN CHILD
DEVELOPMENT FOR ADULT TEACHERS IN HOME
ECONOMICS IN THE PHILIPPINES

By

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CHAPTER I

INTRODUCTION

In a given society the family life cycle involves parents rearing children who later marry and raise their own families. The quality of the individuals that the family raises is important for it determines the quality of the family and finally, the nation.

One may ask these questions: Since the nation is made through the contributions of the individual citizens, on whose shoulder does the task of raising children into responsible adults rest? Does the biggest burden fall upon the family, the school or other social institutions?

The task of developing mature and responsible citizens who are able to build and maintain a functional and progressive society rests primarily on the parents.¹ Bringing the individual into the world does not happen by chance. It involves a long and challenging task in a family setting conducive to optimum growth and development. Hence, the family is indispensable to the survival of a nation.

Filipino parents, like the parents in other nations, are faced with a gigantic task. Those parents, who are willing to learn and have reliable information on child rearing practices, are fortunate. In the rural areas, particularly in those places where roads are very poor,

¹Ethel Kawin, Basic Concepts for Parents, and Parenthood in a Free Nation, I. (New York), p. 68.

the number of Filipino parents who can read and write is small as compared to those who cannot. In addition, the new literates who have minimum ability to read and write have no access to effective and reliable information in child rearing practices.

Although the percentage of illiteracy in the Philippines had decreased considerably from 1948 to 1960 the illiterate adults in the age group 20-54 years were estimated to compose 28.5 per cent of the total population.² Therefore, before any reliable information such as sanitation, child care, or better nutrition could fully be implemented, this segment of the population should first be taught the rudiments of reading and writing. If literacy material contains information that would help improve their home life and their children's development, they may kindle an interest in the adults to become literate. Thus developing literacy material on child development for Filipino illiterate parents may help them become better fathers and mothers.

Description of the Problem

This study is based on the assumption that significant concepts in family relations and child development, or home economics as a whole, may be brought to the attention of Filipino parents who cannot read and write. This may be done by using these concepts as content material in charts, reading exercises, and primer. Three main concepts in relation to the development of preschool children have been selected by the writer. They are (1) nutrition, (2) sensory perception, and (3) language.

²UNESCO, Statistical Yearbook (New York, 1966), p. 11.

It is hoped that as the parents learn to read and write they may also acquire information about child development which will help them in caring for their children.

This literacy material is intended for Filipino illiterate parents who speak the Bisaya dialect, one of the eight major dialects in the Philippines. In developing this material the writer patterned some of the organization of the content after Laubach's approach in teaching literacy in developing countries³, one of which is the Philippines.

Objectives

The chief concern of this study is developing literacy material for the Filipino parents who are illiterates, using concepts in child development as content. Its objectives are:

1. To develop literacy material which may be used by adult education teachers of home economics engaged in teaching Filipino parents reading and writing.
2. To bring into the Filipino homes significant concepts in the development of preschool children.
3. To suggest ways of using the type of literacy material that has been developed.
4. To suggest ways of evaluating the type of literacy material that has been prepared.

³Frank C. and Robert S. Laubach, Toward World Literacy, the Each One Teach One Way (New York, 1960), p. 1.

Limitations of the Study

The limitations of the study are as follows:

1. There are many concepts in child development. However, this study is limited to only three considered to be important to the development of preschool children. These are (1) nutrition, (2) sensory perception, and (3) language.

2. A workbook for lessons in writing has not been included.

3. Actual pretesting of the charts and the primer has not been done. The group of Filipinos for which this literacy material is intended is not presently attainable. However, the writer hopes to try out this material with this group as soon as she returns to the Philippines.

Definition of Terms

For purposes of clarification some of the terms used are defined as follows:

1. Illiterate - a person who cannot read and write.

2. New literate - a person who has just developed the rudimentary skills of reading and writing but needs further development of such skills.

3. Functional literates - persons who have "acquired the knowledge and skills in reading and writing which enable them to engage effectively in all activities in which literacy is normally assumed in

their culture group."⁴

4. Mother or native tongue - "the language a person acquires in early years and which normally becomes his natural instrument of thought and communication."⁵

5. Vernacular language - "a language which is the mother tongue of a group which is socially or politically dominated by another group speaking a different language."⁶

6. Dialect - a variety of speech distinguished from the standard or literary language by variations in idiom, vocabulary, phonology, and morphology peculiar to a particular region (Webster's International Dictionary).

7. Bisaya - one of the eight major dialects in the Philippines. It is also used to refer to a person who speaks this dialect.

8. Primer - reading material which is intended for use by adults who are just learning to read and write.

9. Adult education - "the education of people whose main business is not learning but living."⁷

⁴William S. Gray, The Teaching of Reading and Writing, an International Survey, UNESCO Monographs on Fundamental Education, No. 8 (Paris, 1956), p. 24.

⁵"The Report of the UNESCO Meeting Specialists in 1951," The Use of Vernacular Language in Education, UNESCO Monographs on Fundamental Education, No. 8 (Paris, 1953), p. 46.

⁶Ibid.

⁷Rudolf Flesch, Marks of Readable Style, A Study in Adult Education, Teachers Contribution to Education, No. 897 (New York, 1943), p. 1.

Methods

The following steps were used by the writer in developing the literacy material:

1. Selection of the group of Filipino parents for which the charts, the reading exercises, and the primer are intended. This involves (1) understanding the general characteristics of the group members, their customs, interests and attitude in life particularly about child rearing practices, and (2) understanding the spoken and written language of the group. The group considered are the Filipino illiterate parents who speak the Bisaya dialect.

2. Planning and selection of the basic concepts in the development of preschool children as content of the literacy material. A review of literature was made on the background of the group chosen. The writer's observations about this people while she was in the Philippines, together with information from printed literature about this group, was used partly as the basis in selecting the concepts. Personal communication with the Director of the National Coordinating Center for the Study and Development of Filipino Children and Youth was made. The writer also reviewed some extension publications on family life education for the group with limited reading ability in the United States. After careful appraisal of all this information, more emphasis was given to the group's needs and ways of solving the problems on child nutrition and child guidance. Using these as a basis, the writer selected three concepts in relation to the development of preschool children--nutrition, sensory perception, and language--as content of the literacy material.

3. Selection of the approach in the teaching of reading. Of the five "approaches" in the teaching of reading which were reviewed, the synthesis approach⁸ seems more appropriate. The main reason for selecting this approach was that the prospective teachers who will use the literacy material developed by the writer are not specifically trained in literacy teaching. It seems that this approach is easier to follow than the other four.

4. Constructing the charts, Part I - Reading Exercises, and Part II - The Primer. Bisaya dialect is used in constructing the charts, the reading exercises, and the primer. This is the spoken and written language of the group. In organizing the content, the letters in Pilipino, the national language of the Philippines, were introduced first, and then the syllables followed. Words were formed from syllables already introduced. Preference was given to words that would help convey the meaning of the concepts selected. However, other words were also selected to illustrate more syllable combinations in order to help the learner's skill in word recognition. At the latter part of the primer a story was constructed using Filipino characters and the Philippine settings of a particular rural area. Photosketching⁹ was done in illustrating some concepts. The selected concepts were interwoven in the story.

5. Use and evaluation of the literacy material. Since pretesting

⁸Karl Neijs, Literacy Primers: Construction, Evaluation and Use, UNESCO, Manuals on Adult Education and Youth Education, No. 2 (Paris, 1961), pp. 19-20.

⁹Simple Reading Materials for Adults: Its Preparation and Use, UNESCO Manuals on Adult and Youth Education, No. 3 (Paris, 1963), p. 56.

of the use of the material cannot be done within the time allotted to make this study, suggestions on how to use the different types and the techniques of evaluating them are discussed. The writer suggests the teaching approaches and evaluative techniques which she believes are appropriate for the group.

This study is organized and reported in five chapters. Chapter I includes the introduction, description of the problem, objectives, limitations of the problem, definition of terms, and methods used in developing the literacy material. Chapter II contains the review of literature and Chapter III discusses the background of the Filipino and the Bisaya families as well as the selection of the three concepts. Chapter IV gives a detailed description of how the charts, the reading exercises, and the primer were developed. Chapter V discusses the summary, conclusion and recommendations of this study.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains two main parts. The first is a review of child development which includes the child's environment and the three concepts in relation to development of a preschool child, namely: nutrition, sensory perception, and language. Parental influence as it relates to each of these concepts is also discussed. The second main part deals with literacy. It includes topics as the use of valuable information as content in literacy material, extent of literacy, values of literacy, the need for literacy in achieving man's fundamental education, motivation of the learner, and the five "approaches" in the teaching of reading to young children and adults.

Child Development

Educators, parents and other adults working with young children seem to agree that a thorough understanding of the child's behavior and development will help greatly in his care and guidance. One important aspect to consider in understanding the child is his environment.

The Child's Environment

Studies on child's behavior and development stress the significance that environment plays on the child's physical, mental and emotional growth. Environment shapes the child's heredity

traits.¹ In the past, educators and psychologists believed that the I.Q. was fixed. This idea had been established for a number of years as a result of Darwin's findings on the role of heredity in development.² For a time it influenced the thinking of many investigators of this field until the works of recent psychologists, psychoanalysts and educators produced results which proved that I.Q. is a product of both heredity and environment.³

Today, literature in child development and psychology stresses that the child's environment should be enhanced if he has to reach maximum development. Jersild contended that hereditary characteristics or traits are considered as something belonging to the past, so that there is not much that can be done about them.⁴ Instead, more attention should be given to modifying the child's environment so that he can be helped to develop fully.⁵ This seems to be in accord with Murphy's assumption that without adequate physical and mental nourishment the child may fail to develop his receptive perceptions, i.e., he may not respond to stimuli; he may fail to develop active perceptions, i.e., he lacks the drive to learn and be curious; he may fail to develop integrative processes such as sensory-motor progress; he may fail to develop organizing, planning, and creating processes; and

¹Esther P. Edwards, "Kindergarten is Too Late," Saturday Review, June 15, 1968, p. 69.

²J. McVicker Hunt, "How Children Develop Intellectually," Children XI (May-June, 1964), p. 83.

³Ibid., p. 84.

⁴Arthur T. Jersild, The Psychology of Adolescence (2nd ed., New York, 1963), p. 55.

⁵Ibid., p. 58.

finally, he may fail to develop capacity for learning.⁶

Therefore, it is important that parents from all walks of life, whether they be educated or illiterate, should be made aware that unless the child gets proper care and guidance in a favorable environment, he cannot fully develop physically, mentally and emotionally. One of the important aspects in the physical care of the child is proper nutrition.

The Child's Nutrition

Today, authorities recognize the significant effects of nutrition on the child's physical growth as well as on his behavior and intellectual development. In a study made on young children in Mexico by J. Cravioto, R. Ramos-Galvan, and their collaborators, it was reported that retardation in physical growth and development was found to depend upon the dietary practices of the people and the occurrence of infectious diseases.⁷

UNICEF⁸ has published a report on the common diseases of children in developing countries caused by malnutrition and undernourishment. "Kwashiorkor" is one such disease which is caused by a deficiency in high-quality protein. It also reported diseases such as "night blindness" and "xerophthalmia" which are caused by a severe deficiency of vitamin A. Other diseases are "infantile beri-beri" which is caused by

⁶Louis Barclay Murphy, "Child Development, Now and Then," Childhood Education, (January, 1968), p. 304.

⁷Nevin S. Scrimshaw, "Infant Malnutrition and Adult Learning," Saturday Review, March 16, 1968, p. 17.

⁸Children of Developing Countries, A Report by UNICEF (1st ed., Ohio, 1963), pp. 48-49.

a deficiency in thiamine or vitamin B₁ and "anemia" which is caused by iron deficiency. The former is common among children in Asia while the latter is the most common of all human diseases in the developing countries. Finally, UNICEF reported a disease called "marasmus" which is also caused by undernourishment and is characterized by emaciated body and wizened features.

In the Philippines, del Mundo reported that among the causes of infants' deaths, malnutrition, beri-beri and pneumonia are common.⁹ Infant mortality in this country was the highest among 12 countries in the depressed areas of Europe, South America and Asia. Sixty-eight and 0.5 per thousand births in the Philippines did not reach their first birthday, as reported by the same author.

There were also reports on the effect of poor nutrition on the behavior and intellectual development of young children. UNICEF¹⁰ reported that in developing countries, improved diets help increase productivity of workers and school achievement of children. The adverse effect of undernourishment and malnutrition on the child's early life was clearly expressed by an investigator in the same report when he made the following observation:

The damage inflicted by undernourishment and malnutrition may begin early in life. Pre-school children hospitalized for severe protein malnutrition are frequently so dull and apathetic that they will remain sitting whenever they are placed until they are lifted up again. They never, as so many children, go wandering off to investigate matter for themselves. These alterations in the child's personality may persist even

⁹Fe del Mundo, "Baby and You," The Sunday Times Magazine, (Philippines), October 13, 1968, p. 62.

¹⁰Children of the Developing Countries, A Report by UNICEF, pp. 45-46.

if he recovers physically. If this happens widely enough, apathy can become one of the cultural characteristics of the general population.

On the Cravioto-Galvan study on nutrition of young children in Mexico, Scrimshaw also reported that when the children under study were tested on performance, the results showed that performance was positively correlated with body weight and height. Rural children with shorter physical stature showed poorer test performance than those with normal height. When the same tests were administered to well nourished urban children, there was no correlation between performance and heights. It was further reported that in the "intersensory integration tests" the rural children who had poor dietary practices clearly "lagged" in development in "intersensory competence."¹¹

An examination of the diet practices of the people in developing countries showed that in the "highly traditional cultures of the developing countries, food selection and diet more often reflect religious and social beliefs than they do the principles of human nutrition."¹² UNICEF¹³ pointed out that the children of the tropics and subtropics who have just been weaned subsist primarily on starchy diets. When young children of this group get sick, their diets are restricted to starchy gruels, so much so that when they take milk they have indigestion. This occurs since malnutrition impairs the child's ability to digest certain foods.

¹¹Scrimshaw, p. 17.

¹²Children of the Developing Countries, A Report by UNICEF, p. 47.

¹³The World Problem, A Report of the President's Science Advisory Committee, I (May, 1967), p. 17.

Among Filipino families along the shores and in the interior of the Visayas and Northern Mindanao in the Philippines, the diets consist primarily of rice, corn, sweet potato, cassava, bananas and fish. Meat or fish is served on rare occasions such as fiesta, anniversary parties, or burial activities. Eggs are seldom served. They are only given to the sick, mothers who have just given birth, or during rituals like the anting-anting. (Anting-anting is a ritual held to ask the favor of the spirits.) The people's intake of meat is far below the minimum requirements for daily bodily needs. The children very rarely have milk. They sometimes get milk when they are sick or when they are in school, if the school is furnished milk by CARE agency or by the Food-for-Peace Program of the United States. Preference to condensed milk over evaporated milk is the trend for purely economic reasons. The condensed milk is much cheaper per unit volume and it does not require sugar since it is sweetened. Supply of fresh milk is meager or none at all in most of the rural areas. It seems that people think that an orange bottle drink is the same as the juice of an orange or citrus fruit.

The Influence of Parents on the Child's Nutrition

Parents, as the adults who most often stay with the child during his formative years, can either hamper or enhance his growth and development. McWilliams¹⁴ emphasized the significance of establishing proper dietary habits early in life. This means eating the right kind and amount of food at "regular" times. Even before the mother gets

¹⁴Margaret McWilliams, Nutrition for the Growing Years, (New York, 1961), p. 1.

pregnant, it is essential for her to establish good dietary habits. Thus the whole family as well as the children will be affected.

Children are hardest hit by nutritional deficiencies during the period of most rapid growth, i.e., from the month of conception, through gestation, infancy and up to the age of four.¹⁵ Therefore, the nutrition of the mother before and after birth and through lactation is of great significance.

In the formative years, when the child's dominating passion is curiosity, the introduction of a variety of foods may help him accept more. Furthermore, at this age children are avid imitators. Parents who show no prejudices for any food can be good models for their children.

To help the parents understand the principles of human nutrition, it is essential to recognize their familial and cultural habits.¹⁶ This means any suggestions for buying and preparing food should be based on the existing local conditions. Their money is likely to be limited and, in addition, the food they need to become better nourished may be foreign to them. It is highly probable that unfamiliar food as well as food provided through such programs as CARE would gain only gradual acceptance even when introduced into their diets in a subtle manner. The Panel on World Supply reported that introduction of foreign food like wheat to rice-eating people can be accomplished through

¹⁵Children of Developing Countries, A Report by UNICEF, p. 46.

¹⁶The World Problem, A Report of the President's Science Advisory Committee, p. 17.

a "carefully prepared program of consumer education."¹⁷

Thus when parents have a good knowledge of child nutrition it is highly probable that their children will be given well balanced diets. It is also highly possible that they will establish improved dietary practices. Children who are properly fed are usually healthy. Their sensory organs and other body parts are normally developed. There seems to be a relationship between good nutrition and development of sensory perception. Recent evidence shows that the development of the child's sensory perception is affected by diet.

Development of the Child's Sensory Perception

The development of sensory perception is important to enable the child to exercise his intellectual capacity to the maximum. The inter-relationship between mental and sensory development of the child has been established by numerous studies. Wann, Dorn and Liddle reported that intellectual growth hinges on sense perception.¹⁸ This is in agreement with Read's comment that concepts are formed through sensory perception which are experiences of seeing, touching, smelling, hearing and using one's body.¹⁹ Experiencing, seeing relationships, categorizing and generalizing are processes of concept formation and these can be attained only when the child's sensory perception is well developed.²⁰

¹⁷Ibid.

¹⁸Kenneth D. Wann, Marian S. Dorn, and Elizabeth A. Liddle, Fostering Intellectual Development in Young Children (New York, 1962), p. 10.

¹⁹Katherine Read, The Nursery School: A Human Relationships Laboratory (London, 1966), p. 325.

²⁰Wann, Dorn and Liddle, p. 10.

The development of sensory perception involves direct personal experience. It requires actual observation and participation in experiences which involve the five senses. For a child to develop a sense of hearing he should be exposed to the different sounds and should be made aware of them.²¹ Differences and likenesses of such sounds may be carefully observed. Actual testing of foods and describing each taste may not only help the child develop his ability to distinguish one taste from the other but may also help to introduce him to a variety of foods.²² With tasting of foods, identifying the food, describing their colors and recognizing their shapes and feeling their textures may also be included. Foods are not the only media through which development of sensory perception can be attained. There are various objects such as toys, plants and animals.

The environment of a typical barrio (village) in the Philippines is rich with natural resources. People from the interior and along the sea coasts are endowed with such bounty. They have varied trees and other plants with different colors, sizes and shapes of leaves and fruits. They have beautiful stones and shells with different colors, shapes and textures. Woods and bamboos abound and toys can be made out of them. In short, the Filipino parents living in the rural areas do not need to spend money. Time and effort, which most of them can afford, can be devoted to secure materials to help their children learn.

Thus parents and children have no problem as far as materials or

²¹Ethel Gunderson, "Experiences to Enchant," Childhood Education, (November, 1964), p. 127.

²²Ibid., p. 128.

devices for learning is concerned. The problem lies in the quality of guidance and the variety of direct experiences in which the child is involved. Parents, therefore, should be made aware of their role in helping the child develop his sensory perception so that his intellectual capacity can be fully utilized.

Parental Influence on the Development of the Child's Sensory Perception

Parental influence on the child's physical, mental and emotional development is of prime importance. The period of infancy puts parents and the child in very intimate relationship for a long time and the growing child cannot help but be influenced by the parental upbringing. Beck wrote that parents can raise a child's level of intelligence substantially by ways in which they care for him during the first six years of his life, long before he begins his formal education.²³ Murphy stated that for a normal childhood development, stimulation and environmental response or feedback for every aspect of development is helpful and she cited "mothering" as one of them.²⁴ White and Castle made a study to determine if behavioral and physical development of the child when he is just born, can be changed by small increases in postnatal handling.²⁵ They found that gradual increase of early postnatal handling increases the amount of visual exploratory behavior of the

²³Joan Beck, How to Raise a Brighter Child (New York, 1967), p. 60.

²⁴Murphy, p. 304.

²⁵Burton White and Peter Castle, "Visual Exploratory Behavior Following Postnatal Handling of Human Infants," Perceptual and Motor Skills, XVIII (1964), p. 498.

infant.²⁶

With the foregoing findings in the development of the child's sensory perception, the following implications may be drawn: Parents should provide their children with opportunities which would allow them direct personal experiences. These experiences include activities of seeing different colors and shapes, feeling a variety of textures, exposing them to different tastes and smells and describing each, and hearing and discriminating different sounds. These may be done through play or during casual activities. These experiences can greatly help develop the child's intellectual capacity. Another important phase which helps develop the child's intellectual processes is the development of his language.

Development of the Child's Language

The development of verbal communication at an early age of the child is important because language plays a major role in the intellectual processes of young children.²⁷ Through language, the child can be guided to take notice of things around him, to identify them, to associate them with new ones, and to establish relationship between them and the others.²⁸ Furthermore, through the development of language skill, the child can cultivate his thinking and reasoning power.²⁹

²⁶Ibid.

²⁷Wann, Dorn and Liddle, p. 83.

²⁸Dorothy Rich, "Spurring Language Creativity in Young Children," Young Children (January, 1968), p. 175.

²⁹Ibid.

Language is man's most unique tool. It serves as a medium for social intercourse and a vehicle for emotional expression.³⁰ Through language man can obtain ideas from the past and present and then pass them along to the future generations who would profit from them.³¹

Evidence indicates that language development of the culturally deprived children are limited due to deficient environment and lack of acceptable models.³² However, rich environment is not the key to helping children develop their language ability. Blank and Solomon brought out this contention, when they said:

We feel that exposure to an infinite number of ostensibly enriching stimuli does not necessarily overcome the deficits. Presentation alone does not insure that the child will partake of newly available material. If learning is to occur, the child must involve himself actively with the stimuli so as to comprehend their significance. Active involvement refers, not to motor activity, but rather to the internal mental manipulation of experience. The latter applies to skills involving the ability to organize thoughts, to reflect upon situations, to comprehend the meaning of events, and to structure behavior so as to be able to choose among alternatives.³³

The same investigators, in a study dealing with a "specialized" language program, found that a culturally deprived child taught under "tutored program" developed intellectually better than the untutored

³⁰Agnes B. Hatfield, "What Price Language?" Young Children (May, 1968), p. 294.

³¹Ibid.

³²Martin Deutsch, "The Role of Social Class in Language Development and Cognition," American Journal of Orthopsychiatry, XXXV, No. 1 (1963), p. 79.

³³Marion Blank and Frances Solomon, "A Tutorial Language Program to Develop Abstract Thinking in Socially Disadvantaged Preschool Children," Child Development, XXXIX (June, 1968), p. 380.

one.³⁴

In the Philippines "baby talk" seems the usual manner of communicating between mothers and their young children. This is done by imitating the children's way of talking in incomplete sentences and abbreviating words to simplify them for the children.

In a study made by Guthrie and Jacobs on child rearing in the Philippines, they found that children are shy when they are with their parents who are entertaining visitors.³⁵ When with older visitors or relatives, most often Filipino young children are asked to listen only and not to participate in the conversation. The same authors found also that in some cases there are mothers who seem to have a "negative" attitude towards talking with their young children. Although children ought to develop their language ability through verbal communication, the mothers get bored or annoyed by talking with them, and would bribe them just to let them stop talking, would ask them to stay outside rather than talk with them, or would shout to silence them.³⁶ This attitude tends to inhibit the development of the child's language ability. However, the writer has noted that there are also Filipino families who encourage their children to participate in adults' conversation and there are mothers who take delight in talking with their youngsters.

While verbal communication helps develop language ability, Hatfield pointed out that there is more to this. She said:

³⁴Ibid., p. 386.

³⁵George M. Guthrie and Pepita J. Jacobs, Child Rearing and Personality Development in the Philippines (Pennsylvania, 1966), p. 85.

³⁶Ibid., p. 86.

The full development of communication skills involves more than words; it involves the use and understanding of non-verbal cues, and a well-developed capacity to utilize and understand artistic symbols.³⁷

She further cautions that there is danger of children "parroting" words without the feeling for them.³⁸

Parental Influence on the Development of the Child's Language

Parents are models to their children in developing their language ability. A study on the parental influence on the child's language development showed that active verbal engagement between the child and other people around him increases his language ability.³⁹ It is usually the mother who stays with the young child so that she can do a great deal in helping him develop his language skill.

Todd and Heffernan have several suggestions in helping the child develop his ability to communicate verbally.⁴⁰ These are:

1. Parents should provide their children with a clearly spoken pattern which is easy to hear and imitate accurately. Distinct, well-chosen words spoken in a calm and pleasant manner is ideal.
2. Parents should encourage their children to talk by providing (a) experiences for the child and adults to talk about, (b) a place equipped with toys and materials for the child to develop language skill, and (c) close and loving attention to the child when he talks.

³⁷Hatfield, p. 297.

³⁸Ibid., p. 296.

³⁹Deutsch, p. 79.

⁴⁰Vivian Edmiston Todd and Helen Heffernan, "Developing Verbal Communication," The Years Before School: Guiding Preschool Children (New York, 1967), pp. 377-378.

Parents may ask thought-provoking questions simple enough for the child to understand and yet critical enough for the child to develop his thinking power. With parents and other adults acting as models in speaking and listening to a child, the latter may imitate them and thus learn the art of talking and listening.

The above suggestions were intended by the authors for the nursery-school teacher but the writer thinks they are also applicable to the Filipino parents since they are not in conflict with the cultural practices of the Filipinos. In addition, the parents to whom these suggestions are intended have no nursery schools and therefore, the language development of the child depends solely upon the parents, siblings and neighborhood friends.

While there is much information in child development and in other phases of home economics, the problem of disseminating them to the culturally deprived group who have limited reading ability, seems a big task. Writing scientific findings in the simplest and most concrete manner is difficult. One will find himself groping for concrete words which will clearly illustrate abstract scientific terms. This problem is compounded when one is faced with using valuable information as content in literacy materials.

Literacy

The Use of Valuable Information as Contents in Literacy Materials

Several attempts to use valuable information such as sanitation, better nutrition and care of the child as themes of stories in a primer or reader for adults have been made. Laubach reported on how the

story, "Anand Reads About Flies" used the theme how to eradicate flies in a village of India.⁴¹ More stories portrayed Anand as wise and one who loves to read information about nutrition such as what vegetables to eat and what a pregnant woman should eat.⁴² While working in literacy in developing countries, Laubach observed that adults like to read stories with local characters and information interestingly and accurately told.⁴³

In the three series of Operation Alphabet, one contains stories about how Frank and Ruth, two of the characters portrayed, learned how to register to vote.⁴⁴ It also portrays, in another story, learning to drive and learning the traffic rules.⁴⁵

The idea of using valuable information as theme for literacy material has gained world-wide attention. Of the 91 countries surveyed by the UNESCO, it was reported that 20 used sanitation and hygiene as content for their literacy material; 27 on training in citizenship and social education; 14 on elementary economics and domestic economy; 14 on religion and morals; ten on agriculture and livestock raising; nine on geography, history and social studies; six on science and natural history; four on community education and practical courses; three on child care; four on handicrafts and use of leisure time; five on art, drawing and popular drama; three on political problems and current

⁴¹Frank C. and Robert S. Laubach, p. 155.

⁴²Ibid., pp. 30-31.

⁴³Ibid., p. 154.

⁴⁴Operation Alphabet, No. 2, Part 2 (New York, 1967), pp. 30-31.

⁴⁵Ibid., p. 82.

affairs, and one country on physical development.⁴⁶

Recently, a growing awareness has appeared among home economics educators in different areas of the field to reach the group having limited reading ability with useful information about homemaking. In the words of Spitze:

Homemakers have crucial responsibilities in today's societies; illiterate homemakers, no less than the most educated, make decisions daily which affect the next generations on which our society depends. The intersection of home economics and adult basic education is an area needing attention by our best minds.⁴⁷

The Federal Extension Service (Home Economics Division) in the United States has published newsletters and bulletins for the disadvantaged families and for the group with limited reading ability. Topics such as "Managing Your Money - A Family Plan" and "When You Use Credit," were some of the published bulletins.⁴⁸

The use of valuable information as the content of literacy material gives double benefits to the learner. It makes him better informed and at the same time develops his skill in reading. Today, when illiteracy is still a major problem, this technique will help disseminate information to a greater number of people.

⁴⁶Literacy and Education for Adults: Research in Comparative Education, No. 266 (Paris, 1964), p. XXXII.

⁴⁷Hazel Taylor Spitze, "Toward a Definition of Homemaker Literacy," Journal of Home Economics, LX (May, 1968), p. 333.

⁴⁸Margaret C. Brown, "The Federal Extension Service Publications for Families with Limited Reading Ability," Journal of Home Economics, LX (May, 1968), p. 373.

Extent of Literacy

Literacy is a major concern for adults in developing nations of the free world. UNESCO has been doing extensive work on literacy in these nations. It estimated world illiteracy for persons 15 years of age and over to be 39.3 per cent in 1960.⁴⁹ The world's "pools" of ignorance are located in Asia, the Middle East, most of Africa, and Central and South America.⁵⁰ In 1960, the whole region of Africa had 81.5 per cent illiteracy while Southeast Asia had 67.8 per cent.⁵¹ However, there is a trend of decreased illiteracy in all the countries in the free world.⁵²

UNICEF reported that in 1960, out of the 100 per cent live births in the Philippines, only 93 per cent reached age one year, 90 per cent reached age seven, 72 per cent entered primary school, 23 per cent entered grade six, four per cent entered high school and only 2.8 per cent completed secondary education.⁵³ This means 18 out of 100 children born have not entered school at all. In 1940, Agorilla reported that the percentage of Filipino illiterates for persons ten years of age and over was estimated to be 37.8 of the total population.⁵⁴ Compared with

⁴⁹UNESCO, Statistical Yearbook, pp. 32-33.

⁵⁰C. K. Yearly, Jr., "The Pool of Ignorance," Commonweal LXXI (November 6, 1959), p. 175.

⁵¹UNESCO, Statistical Yearbook, pp. 32-33.

⁵²Ibid.

⁵³UNICEF, p. 6.

⁵⁴Amado Agorilla, Adult Education in the Philippines (Philippines, 1952), p. 77.

the recent percentage of illiteracy in the Philippines, which is 28 per cent of the total population⁵⁵, there has been a decrease in the number of illiterates of 9.8 per cent during a period of almost 30 years.

The percentage of illiteracy in the different provinces in the Philippines varies. Buan reported that in the provinces where non-christians constitute the large part of the population the percentage of illiteracy is "alarmingly" high.⁵⁶ He cited the provinces of Sulu with 71.8 per cent illiteracy, Cotabato, 46.7 per cent, two provinces of Zamboanga, 44.3 per cent (all of these provinces are in Mindanao), Mountain province in Luzon, with 47.5 per cent and Palawan of the Visayas with 40.3 per cent.⁵⁷

Thus there is still a need to campaign for literacy, especially in the non-christian regions in the Philippines. This is an urgent national need if the values of literacy to the individual and nation are to be realized.

Values of Literacy

Authorities on literacy agree that there is a relation between literacy and economic and technological progress of the nation. Yearly cited the United States, Australia, New Zealand and Japan, which have almost 100 per cent literacy, as examples of countries with sound

⁵⁵Philippines," Reader's Digest 1968 Almanac and Yearbook (New York, 1967), p. 196.

⁵⁶Petronilo A. Buan, "Literacy Roadblocks in the Philippines," UNESCO, Philippines, III (August-September, 1964), p. 205.

⁵⁷Ibid.

economy and advanced agriculture and technological progress.⁵⁸ The same author also contended that the degree of literacy rises with increases in personal income, with movement from rural to urban areas and with escape from "minority" status.⁵⁹ In the Philippines, the non-Christians are considered the minority and this is the group which has the highest percentage of illiteracy.⁶⁰

Another loss brought about by illiteracy to the individual and the nation is citizenship. Luke considers this as the greatest loss of all when he said:

If a well-informed citizenry is a prerequisite of a functioning democracy, then lack of education is a continuing threat of life. A few mental giants will not be enough. Millions of John and Mary Does are also needed, men and women with the necessary skills and personal resources to solve the problems and measure up to the responsibilities of democratic citizenship in an individual society.⁶¹

The UNESCO experts on literacy support the same idea when they pointed out that the illiterate person is a weak link in the whole chain of development both for the individual and the nation.⁶²

Therefore, if the people want to make their country progressive they should become literate. The UNESCO experts believe that literacy

⁵⁸Yearly, p. 175.

⁵⁹Ibid., p. 176.

⁶⁰Buan, p. 205.

⁶¹Robert A. Luke, "The Cost of Adult Undereducation and the Cost of Doing Something About It," National Education Association Journal, IV (October, 1956), p. 428.

⁶²"A Project for World Literacy Campaign," UNESCO Chronicle, VIII (November, 1962), p. 380.

training appears to be the best means of increasing productivity.⁶³

They said that literacy must be tackled first both for reasons of social justice and economic progress.⁶⁴

The values of literacy for the personal development of the individual have been summarized by Neijs as follows:⁶⁵

1. Literacy helps the individual to create self-respect, a feeling of confidence and a desire for self-betterment and knowledge.

2. It enables him to participate effectively in his own culture and in religious functions.

3. It helps him improve his economic condition.

The UNESCO experts contended however, that literacy training for the individual will not produce results unless the individual concerned can make immediate use of his knowledge and skills.⁶⁶

The Need for Literacy in Achieving Man's Fundamental Education

Three views on the need for man to become literate in order to achieve the goal of fundamental education were expressed by Gray.⁶⁷

The first is the traditional idea that learning to read and write is of "first importance in helping people to face their problems intelligently, to improve their health and their economic and social status, and to

⁶³"Literacy and Development," UNESCO Chronicle, XII (September, 1966), p. 338.

⁶⁴"Literacy Teaching in an African Environment," UNESCO Chronicle, II (January, 1965), p. 47.

⁶⁵Neijs, p. 10.

⁶⁶"Literacy and Development," p. 339.

⁶⁷Gray, p. 18.

enrich their lives." With this objective, he said, most of the efforts were expended in organizing literacy programs with little or no effort to relate the skills acquired to practical uses. Many evaluations have been equated only in terms of the number of literacy certificates received by the adult pupils.

The second view stresses that fundamental education should be taught more directly, i.e., educating the masses should be by means of demonstrations, posters, films, filmstrips, radio or TV rather than teaching them reading and writing first. Gray seemed to indicate that this process is more effective and appealing than literacy teaching chiefly because it requires less time.

The third idea is that the spread of literacy and the effort to solve personal and group problems are so closely interrelated that each can be achieved effectively only through a coordinated approach. This means that all possible ways may be used to help in achieving man's fundamental education, including teaching the masses to read and write and giving them information directly through the radio or TV or by demonstrations.

Motivation of the Learner

Motivation of the learner is a usual problem in literacy teaching. Motives vary among groups and among individuals in the group and therefore literacy training should be based on the motives of the individual and the group.⁶⁸ Gray explained the idea behind this when he said:

These motives are usually so vital that they require

⁶⁸Ibid., p. 24.

immediate attention. To neglect them often results in alienating a group and endangering the success of the project (the literacy campaign) as a whole. To provide immediately literacy training based on these motives is to win the confidence and support of the group and to hasten the day when reading and writing can be used in the solution of urgent group and individual problems.⁶⁹

UNESCO pointed out that adults, unlike children, will not attend classes unless they wish to do so.⁷⁰

Various ways of motivating the illiterates were suggested by some authorities on literacy. Laubach stressed the use of posters on the need to learn and write and post them in the village before the campaign begins.⁷¹ Gray pointed out the importance of creating situations which would arouse the interest of adults to learn to read. He cited the case of how a successful farmer aroused the interest of the illiterates in a meeting when he told them about some ways of better farming. When he was asked how he knew them, he showed bulletins and pamphlets on better farming.

In the preparation of literacy material, UNESCO specialists suggested a similar idea of developing in the potential reader (who are the new literates) interest in the new ideas and techniques in which they had no previous interest.⁷² Another way is to know the existing problems and needs in the community. Gray cited experiences in Sulu and the northern Manila area of the Philippines where literacy training

⁶⁹Ibid.

⁷⁰"Literacy Teaching in an African Environment," p. 47.

⁷¹Frank and Robert Laubach, p. 49.

⁷²Simple Reading Material for Adults: Its Preparation and Use, pp. 25-26.

was based on what the people wanted: to become better fishermen and farmers in Sulu and better poultry raisers in the northern Manila area.⁷³ To gain and maintain the group's interest, Cortright suggested that literacy material of adults must be different from those of the children and their first level must hold the attention and interest of the adult.⁷⁴

Some "Approaches" in the Teaching of Reading

The synthetic approach. The synthetic approach starts with teaching first the letters (either names or sounds) or syllables and the combination of these elements into words.⁷⁵ Gray mentioned three methods under this approach. They are the "alphabetic" method (names of letters), the "phonic" method (sounds of letters), and the "syllabic" method (use of syllables).⁷⁶

Controversial ideas are brought out by critics in reading with regard to the synthetic approach. Ideas against it are reported by Gray, when he said:

... the child's natural mode is disregarded...The subject matter is not related directly to the child's interests, to other classroom activities or language arts. Both the contents and methods are imposed by the teacher...so much attention is paid to word elements and new words that other essential aspects of reading are neglected and pupils fail to acquire interest in reading for pleasure or information. They also develop very slowly, if at all, in span of recognition

⁷³Gray, p. 23.

⁷⁴Richard W. Cortright, Literacy USA, A Handbook for Americans (New York, 1964), p. 36.

⁷⁵Neijs, pp. 22-29.

⁷⁶Gray, p. 77.

and inability to read fluently for meaning.⁷⁷

Another opinion against this approach was brought out by Rystorn when he said that meaningful material is learned more easily than one which is not.⁷⁸

On the other hand Gray⁷⁹ reported that the synthetic approach is favored because by presenting the elements first, i.e., the letter names, sounds or syllables, the child will acquire skills in combining them into larger units such as words or sentences. Thus he will develop accuracy and independence in word recognition. According to Cordts, the purpose in the teaching of phonics first is to provide the reader with an effective means of independent word perception.⁸⁰ She discussed further the value of this method as one which is similar to the teaching of number computation or spelling where the pupil tries to master this not as an end but as a means to a successful end. Linehan reported that a study in the teaching of letter names and sounds to beginning readers showed evidences that this approach excelled over the "basal reader" or "analytic approach."⁸¹

The analytic or global approach. The analytic or global approach is another method in the teaching of reading where words, sentences or

⁷⁷Ibid.

⁷⁸Richard Rystorn, "Whole-word and Phonics Method and Current Linguistics Findings," Elementary English, XLII (March, 1965), p. 265.

⁷⁹Gray, p. 77.

⁸⁰Anna D. Cordts, "When Phonics is Functional," Elementary English, XL (November, 1963, -, 748.

⁸¹Eleanor B. Linehan, "Early Instruction in Letter Names and Sounds as Related to Success in Beginning Reading," Journal of Education, CXL (February, 1958), p. 47.

stories are taught immediately without the phonics or letter drill first.⁸² Later, these are analyzed in terms of their elements. This approach which is often called the "basal reader" is the most commonly used in the United States.⁸³

Again pros and cons of the analytic approach are voiced by Neijls.⁸⁴ He said that the advantages of this approach are: the meaningful units of larger size are psychological points for learning; they provide easy frames for memory work; and the interest of the learner is enhanced because reading makes sense and words can be introduced as units of thought, whether they are long or complicated.

On the other hand, in this approach the mechanical skills of symbol recognition seem to be neglected and that it also requires highly trained teachers "who have to display much attention, activity and imagination" in teaching the adults.⁸⁵

The eclectic approach. The eclectic approach is the combination of the analytic and synthetic approaches where carefully "graded words, sentences and simple passages" are simultaneously broken into their elements (syllables and letters). These elements are analyzed and then combined with other letters or syllables.⁸⁶ Gray cited the example of the word bola (ball) in a Brazilian primer where bo and la are

⁸²Neijls, p. 23.

⁸³Nila Banton Smith, Reading Instruction for Today's Children (New Jersey, 1963), p. 99.

⁸⁴Neijls, p. 23.

⁸⁵Ibid.

⁸⁶Gray, p. 88.

syllables. The learner is asked to associate the picture of a ball with the word bola and to pronounce it, giving careful consideration to the two syllables bo and la. Later, b is combined with the five vowels to form new sounds like ba, be, bi, bo and bu.⁸⁷

Neijs stated that in the eclectic approach "very quick progress can be made" but because of the rapid changes from analysis to synthesis and vice versa, the learners tend to become confused.⁸⁸ However, as Gray pointed out, this method is a very promising one since it tries to overcome the limitations of the other methods already mentioned. Moreover, broader teaching objectives are made possible through this method.⁸⁹

Recently, three more "approaches" in the teaching of reading seem to have gained wide attention among educators. These approaches are: (1) the individual reading approach, (2) the linguistic approach, and (3) the language experience approach. These methods have originally been devised for children but may be adapted to adult education with appropriate modifications.

The individual reading approach. The individual reading or self-selection approach allows a maximum of freedom for the child to select his own reading materials from those books found in his classroom or elsewhere.⁹⁰ These books may have a variety of subjects and they are

⁸⁷Ibid.

⁸⁸Neijs, p. 23.

⁸⁹Gray, p. 88.

⁹⁰Arthur Heilman, Principles and Practices of Teaching Reading, 2nd ed. (Ohio, 1967), p. 347.

either trade books, textbooks, library books or graded readers.⁹¹ This concept is based on the theory that the child will select the materials which fit his needs, interests and present reading level.⁹² Harrison and Wilson reported that considerable evidence indicates an increasing preference of the elementary teachers in the United States in using the approach.⁹³

One disadvantage cited by Harrison and Wilson with regard to individual reading is the lack of systematized planning in the teaching of the skills.⁹⁴ They pointed out further that the study of skill growth using individual reading and a basal reader approach showed no significant difference in the amount of vocabulary and reading comprehension skills.⁹⁵ The authors concluded that the claim that children need to have a prescribed developmental pattern in the acquisition of vocabulary and comprehension for reading is highly debatable.⁹⁶

However, a report on a similar study using the individual reading and basal reader approach indicated that the individualized reading group performed significantly higher in word knowledge, word discrimination, reading comprehension and arithmetic.⁹⁷ As concluded by Johnson,

⁹¹Robert Harrison and Richard C. Wilson, "Skill Growth with Individualized Reading," Elementary English, XL (April, 1963), p. 433.

⁹²Heilman, p. 347.

⁹³Harrison and Wilson, p. 433.

⁹⁴Ibid.

⁹⁵Ibid., p. 435.

⁹⁶Ibid.

⁹⁷Rodney H. Johnson, "Individualized and Basal Reading Programs," Elementary English, XLII (December, 1965), p. 904.

this result clearly indicates that "pupils in individualized reading classes can achieve at least as well and perhaps even better in those aspects of the reading program which are now measured by standardized tests."⁹⁸

The linguistic approach. Smith defines linguistic as the "science that has to do with the origin, nature, modification and structure of language." It is concerned particularly with patterns of speech, vocal habits and systems of sound symbols.⁹⁹ She defines the application of linguistics to reading as that of emphasizing "the recognition of basic structural principles of word order as an important fundamental in learning..." The suggestion given by the linguistic specialists is to "use for beginning reading material sentence patterns which are more natural and which are already used by children in their oral speech."¹⁰⁰ Heilman contended that the larger or controlling structure in the reading material of the linguistic approach is "that which govern possible word combinations found in utterances--the variations in which words may be strung together."¹⁰¹ He cited an example of one lesson, consisting of three words which contain short a sound and end with a letter n like this:¹⁰²

Dan ran. Nan ran. Nan can fan. Can Dan fan Nan?

With regard to the use of this approach, McCullough contended that most

⁹⁸Ibid.

⁹⁹Smith, p. 89.

¹⁰⁰Ibid.

¹⁰¹Heilman, p. 247.

¹⁰²Ibid., p. 244.

teachers of reading in the United States do not yet have training in the linguistic approach.¹⁰³

The language-experience approach. The language-experience approach in reading, as pointed out by Crutchfield,¹⁰⁴ is a "broad field of programs bringing together all elements of the language-arts field. Listening, speaking, writing and reading are combined as segments of the program which occupy a large block of time in the learner's day. It was developed in San Diego, California, based on the philosophy that each child should be permitted to express his own ideas through various "art media, writing and speaking." Each child works individually with the teacher in a class. Small groups may be formed based on common interests and needs of the learners. The primary source of reading materials in this approach is the child's and his peers' writings. Trade books, textbooks and periodicals are used to "build a balanced and enriched program in the development of appreciation, word recognition and comprehension.

Summary

The review of literature on the three concepts in the development of preschool children, namely, sensory perception and language, disclosed that there is significant information applicable to the Filipino ways of caring and guiding young children which does not contradict

¹⁰³Constance M. McCullough, "Linguistics Psychology and the Teaching of Reading," Elementary English, XLIV (December-January, 1967), p. 453.

¹⁰⁴Marjorie A. Crutchfield, "In Practice: The Language-Experience Approach to Reading," Elementary English, XLIII (March, 1966), p. 285.

their beliefs and traditions. A review of literacy also shows that illiteracy is still a major problem in developing countries, particularly the Philippines. Efforts to bridge the wide gap between the literates and the illiterates have been done through the use of findings of research as contents in literacy materials.

Home economics in the United States has made some efforts to reach the culturally deprived group with some approved practices in homemaking. However, there is a need for greater efforts to reach this group, particularly the illiterate parents with materials in homemaking especially written for them to help them become better informed and better readers.

Literature shows that there has been no literacy material using concepts in child development for the Filipino illiterate parents. In the Philippines, particularly in the rural areas where means of transportation and communication are very poor and where illiteracy is still a major problem, it seems that one way to reach this people with concepts in homemaking is to use them as contents in literacy material.

In the succeeding chapter, the first two steps followed in developing the literacy material are discussed. The first part describes the background of the people including their child rearing practices and the selection of the group of the Filipino illiterate parents as the prospective pupils. The second part discusses the selection of the three concepts.

CHAPTER III

THE GROUP AND THE CONCEPTS SELECTED

The general background of the Filipino people is discussed as an introductory part of this chapter to give the reader a general idea of the country and people from which the group was selected. The two major steps followed in developing the literacy material namely, selection of the group of illiterate parents and selection of the concepts in child development to be used as content, are also discussed. This chapter further deals with a detailed discussion of how the existing local problems of the group in relation to child rearing practices are identified and how specific facts in each of the three concepts are drawn and treated in the primer to inform parents of ways of meeting such problems.

Background of the Filipino People

The Country and People

One of the developing nations of the Far East is the Philippines, with a population of over 33,000,000 in a land area of about 120,000 square miles spread over 7,000 islands.¹ The principal cities are Manila, the administrative capital; Quezon City, the legal capital; Cebu city, which is in one of the centrally located islands; and Davao

¹Reader's Digest 1968 Almanac and Yearbook, p. 195.

city in the southernmost island of Mindanao. The populations of these cities have been reported as 1,350,000; 475,400; 296,000; and 265,800 respectively.²

There are three regions in the Philippines namely, Luzon, Visayas and Mindanao. There are more than 50 ethnic groups speaking 87 dialects, eight of which are the major ones. About 81 per cent of the population are Catholics. "Pilipino" is the national language which has "Tagalog" as its basis, and English and Spanish are the other two official languages. English is spoken by an estimated 85 per cent of the young and middle-aged while Spanish is fading throughout the country.³

The "Typical" Filipino

"Filipino" is the term used to refer to the citizen of the Philippines. It is difficult to describe what is a typical Filipino for there are several differences as well as likenesses among the different tribes in the different regions. For instance, people from Luzon have many differences in customs and traditions from those in the Visayas and Mindanao. Even among the tribes in the same region culture varies. However, the general physical characteristics of the Filipino are those of the Malayan Race inhabiting the Southeast Asian countries. He is of medium height, with brown skin, black hair, black to brown eyes, and dark eyebrows.

²Ibid.

³Customs and Culture of the Philippines, compiled by Gladys Zabilka (Japan, 1963), p. 70.

Socio-economic Level

As in other countries on earth, there are rich, average and poor Filipinos. Keith⁴ made an interesting observation about the differences of ways of living among the very rich and very poor Filipinos. The rich Filipino "enjoys more luxurious living than his counterpart in the USA. His house is pretentious, his servants numerous, his wife elegantly gowned and he is meticulously tailored; his imported motor car is high-priced, his children take dancing and music lessons, drink Coca Cola and see movies, attend expensive private schools, and go abroad to college." Keith contended further that "the other Filipinos live in the shadow of the primeval jungle with hunger and poverty."⁵

The above description of the rich and poor Filipinos was made 15 years ago. Today, these two extreme groups still exist although the middle class is steadily increasing in number. The Philippine government is exerting herculean effort to improve the lot of the farmers who are mostly sharecroppers and constitute the lowest bracket in the Philippine economy. Large landholdings have been expropriated by the government and parcelled out to tenants living on the land through a Land Bank that extends loans to these tenant-turned-land-owner farmers.

The Filipino Family

Filipino families are closely knit. The extended family is common.

⁴Agnes Newton Keith, "Who is a Filipino?" Bare Feet in the Palaces (Boston, 1955), p. 69.

⁵Ibid., p. 78.

Very often one can find grandparents living with their children's family and married siblings living with their parents' family until they become able to live on their own. Even so, these married siblings establish their homes near their parents in order to maintain the close ties. It would seem that this practice encourages individual dependence upon the parents and would be undesirable if one follows the American standard of attaining independence. However, as Guthrie pointed out, caution must be observed in interpreting such observation between the different cultures because each culture has a different motivation.⁶ Filipinos have different ideals and goals one of which is family sufficiency rather than self-sufficiency and independence.⁷

The Filipino Parents and Their Education

As in other countries of the world, there are educated Filipino parents as well as uneducated ones. In the rural areas, Kiunisala reported that most parents barely finish fourth grade.⁸ These very young parents, upon getting married, seldom do any self-improvement in the basic skills in reading and writing. Hence, they lose this knowledge revert to illiteracy, the result of the theory of disuse.

A number of superstitious beliefs are still held by Filipino parents, even among some of the most highly educated. Each region has its own superstitious beliefs, although there are a number which are

⁶George M. Guthrie, "Structure of Maternal Attitudes in Two Cultures," Journal of Psychology, LXII (January-March, 1966), pp. 163-164.

⁷Guthrie and Jacobs, p. 85.

⁸Edward R. Kiunisala, "School Crisis," Philippines Free Press, July 30, 1966, p. 6.

common to all Filipinos. As reported by Zabilka, these superstitious beliefs are very old and some may have come down from Europe for they are also known in other parts of the world.⁹ Superstitious beliefs held by some of the Filipino parents are related to child rearing practices. The following are examples:

1. A pregnant woman who eats twin bananas will give birth to twin babies hence such bananas are avoided by pregnant women.

2. A pregnant woman who stays under a tree filled with sweet fruits, or picks fruit from the tree, will cause the fruit to become sour during the next fruiting season, or will cause the tree to shed leaves and die.

3. A child wearing a necklace made of string with a small black stone hanging on it is protected from evil spirits or "engkantos."

4. A child who puts a squash on his head will become mentally poor in school.

5. A child who combs his hair or sweeps the floor at night is praying for the death of his parents.

6. After birth the infant should be fed with bile juice to wash away the dirty elements in his stomach.

7. A child who eats the wings and legs of fowls will have the urge to wander away from home when he grows up.

Child Rearing Practices

The birth of a child is considered a blessing to most Filipino

⁹Customs and Culture of the Philippines, p. 80.

homes and therefore his arrival is eagerly awaited.¹⁰ Before the baby is born the young mother seeks the advice of the elders and friends on how to care for the coming baby. From the writer's contact with Filipino parents at Bukidnon, Cotabato and Surigao in Mindanao; and Negros Occidental and Leyte in the Visayas, this attitude is exhibited. Obviously, the child rearing practices are handed down from generation to generation.

In Maria Fe-Domingo Abasolo's study on child rearing practices of a group of Filipino mothers in a semi-rural community in Diliman, Quezon city, she found that most of the mothers of Cruz-na Ligas train their children at an early age to share with others.¹¹ This finding seems to agree with Guthrie and Jacob's observation that giving and receiving help is part of the interpersonal relationships in the Philippines.¹²

Parental roles as to who does what in rearing children was studied by Alonzo.¹³ Among the Magindanao Moslem families in Kabacan, Cotabato, the largest province in Mindanao and the whole Philippines for that matter, she found that fathers are in charge of helping their children learn their lessons, accompany them to school and lead them in family prayers. Mothers put the children to sleep, keep them neat and clean,

¹⁰Guthrie and Jacobs, p. 57.

¹¹Maria Fe-Domingo Abasolo, "Child Rearing Practices in Barrio Cruzna Ligas," (unpub. M.S. thesis, University of the Philippines, 1961), p. 24.

¹²Guthrie and Jacobs, p. 85.

¹³Josefina Alonzo, "Decision-Making Patterns Among Magindanao Moslem Families in Kabacan, Cotabato, (unpub. M.A. thesis, Philippine Women's University, 1967), pp. 141-143.

train them in cleanliness and orderliness, toilet-train them, select foods for them and feed them.

It seems that fathers have few duties in rearing children. The bulk of the work goes to the mother. This is particularly true when the children are still in their infancy and of preschool age. In this study there was no mention of parents helping their children in the preschool age to develop intellectually. This seems typical among low-income Filipino families.

The discussion of the background of the Filipino people, particularly the low-income group in the rural areas, provides background for the understanding of the selection of the group of Filipino parents for which the literacy material is intended.

Selection of the Bisaya Group

The writer selected the group of Filipino illiterate parents who speak the Bisaya dialect and who are living in Mindanao, as the prospective adult pupils for whom the literacy material is intended. There are several reasons why this group has been selected:

1. Mindanao is called the "Promised Land" where families flocked because they were dissatisfied with their low-income level and because they did not own land in their previous homes. Mindanao has vast uncultivated agricultural lands which are waiting for willing and industrious hands. The majority of these people are willing to meet and accept many challenges in life. They are willing to accept innovations to advance economically and educationally.

2. Mindanao has the poorest means of communication and transportation. The only available medium is the radio which few farmers own.

Roads are mostly dirt ones so that when the rainy season comes, no truck or jeep can travel. In areas where communication and transportation are poor, illiteracy seems widespread among the inhabitants.

3. Many non-christians live in Mindanao. The census shows that illiteracy is more common among this group.

4. There are no child development materials written especially for the group with limited reading ability.

5. There are no known radio or extension programs on child guidance for this group.

6. There are many existing superstitious beliefs held by the parents regarding child care and child rearing practices.

7. Nursery schools do not exist in the localities or "barrios" (village) where those with limited reading ability live.

The foregoing reasons will perhaps justify the selection of the group of illiterate Filipino parents who live in Mindanao. In addition, these reasons also explain the selection of concepts as content in the literacy material for the persons selected.

Selection of the Three Concepts

Concept has been defined in many ways by different authors. Webster defines it as a "mental image." Osborn¹⁴ gives a similar definition when she said that it is the mental picture one has of an idea, an object, or a procedure. She gives certain identifiable characteristics of a concept when she said:

¹⁴Barbara Osborn, "Concepts and Generalizations," Penney's Fashions and Fabrics, Spring/Summer, 1964, p. 12.

...concept will vary from one individual to another.
...concepts can be extremely simple or quite complicated. Concepts are everchanging and will grow and change with experience. The growth of a concept is from a vague idea to a more concrete idea. As a concept grows toward a more definitive idea it may also grow in scope.

Woodruff¹⁵ defines concept in relation to curriculum planning as some amount of meaning more or less organized in an individual's mind as a result of sensory perception of external objects or events and the cognitive interpretation of the perceived data. The use of concepts in organizing secondary curriculum was suggested by Tyler¹⁶ for a very obvious reason. Today, knowledge is increasing at a tremendous rate. To organize school learning in terms of specific facts would be impossible. Hence, concepts, principles, and meaning should be emphasized in secondary curriculum.

The writer defines concept for her own purpose, as significant ideas in child development which serve as the framework in the planning and organization of the literacy material. These main concepts or ideas have several supporting generalizations. These were selected on the basis of their applicability to the culture and education of the group. They are not the only ones that can be used to illustrate the main concept. Several other generalizations may be drawn from various research findings. However, selection and presentation of these should be carefully done to avoid cultural conflict with the group. Thus the ones selected will vary from group to group and even from individual to

¹⁵Asahel D. Woodruff, "The Use of Concepts in Teaching and Learning," Journal of Teacher Education, XV (March, 1964), p. 84.

¹⁶Ralph W. Tyler, "The Knowledge Explosion: Implications for Secondary Education," Educational Forum, XXIX (January, 1965), p. 146.

individual.

Concepts Selected and Reasons for Selecting Them

The three significant concepts in development of preschool children are: (1) nutrition, (2) sensory perception, and (3) language. Below is a tabulated form of the three concepts and the reasons for selecting each.

Concept	Reasons for Selection
Nutrition	<ol style="list-style-type: none"> 1. Parents' knowledge of nutrition is vague. 2. Parents have many serious misconceptions about child feeding practices 3. Parents still hold many superstitious beliefs about food for the baby. 4. Parents seem to lack knowledge in the use and preparation of available foods. 5. There is a lack of motivation among parents to improve the means of feeding the baby properly.
Sensory Perception	<ol style="list-style-type: none"> 1. Parents do not have knowledge of the significance of the development of sensory perception in the intellectual development of the child. 2. Parents do not have knowledge to plan and use available native materials to help the

	<p>child develop his five senses.</p> <ol style="list-style-type: none">3. Parents are not aware of the value of play in the development of the child's sensory perception and learning.4. Nursery schools do not exist in the locality.
Language	<ol style="list-style-type: none">1. Parents are not aware that they are the models of their children in their language development.2. There are existing cultural practices in the socialization between adults and young children that may cause harm to the latter's language development.3. Parents are not aware that language is an important tool in the development of the child's intellect.4. Parents are not aware of the different techniques used in helping the child develop his ability to communicate.5. There are no nursery schools in the locality of this group where preschool children can be helped to develop their language ability and thereby help them overcome their deficiencies.

Presentation of Concepts in the Primer

A discussion of some of the existing specific local problems in child rearing practices and how the significant facts are presented in the primer in a concrete manner is given in a tabulated form. Substituting technical terms with non-technical everyday language of the group was given emphasis. The following examples will help illustrate this point. In presenting the Basic Four Food Groups under Concept I--Nutrition--care was taken not to mention names of vitamins such as A, B, C, and D. Furthermore, terms such as calories, proteins, carbohydrates and minerals were not mentioned. Instead, the food sources from which these substances are derived were the ones presented in the primer. The word substance, although abstract in meaning, is used since most of these people have heard it often in radio advertisements and in oral conversations and therefore it is familiar to them and is integrated into their everyday speech.

Concept I - Nutrition

Existing Specific Local Problems

Generalizations

Presentation of Facts in the Primer

Parents' knowledge of nutrition is vague.

Use of the four basic food groups is essential in planning a balanced diet for a preschool child.

The farm couple, Ambo and Maria, want to know many things about the kind and amount of food that Mila, their one and one-half-year old daughter, can eat.

The use of the four basic groups is illustrated in terms of the available foods in the locality.

Problems on milk and milk products. Parents have a false notion that weaning the baby means stopping his milk consumption. Their concept of how important milk is in the child's growth is vague.

People need milk. Milk is important to the child's growth because it is an excellent source of calcium and phosphorous, elements which are essential in building bones and teeth. It is also an important source of

The farm couple wants to know about the milk for Mila.

The story illustrates that a newly weaned baby needs milk until he grows old. It further illustrates the significance of milk to the growing bones and teeth. It

	<p>vitamin A which aids in maintaining healthy skin and mucous membranes and improving night vision. It also is an excellent source of complete protein which builds and repairs worn out body tissues.</p>	<p>emphasizes that milk should be clean. It portrays a picture of the growing Mila, healthy, pretty and active. It also emphasizes that milk should be clean. Thus if it comes directly from the cow it should be boiled before serving.</p>
<p>Parents, whose infants are not breast-fed, prefer condensed milk to evaporated milk for two reasons. They do not need to buy sugar and it lasts longer without refrigeration.</p>	<p>Evaporated milk has more milk than the condensed milk per unit volume because one-half of the contents of the latter is sugar.</p>	<p>The advantages of evaporated milk over the condensed milk is explained clearly to Ambo and Maria.</p>
<p>Parents do not know how much milk the child needs daily. Neither do they know the use of milk with other foods.</p>	<p>Preschool children need three glasses of milk or its equivalent every day.</p>	<p>The story continues to explain to Ambo and Maria that Mila needs three glasses of milk every day. However, use of other foods with</p>

		<p>milk may be included.</p> <p>A summary of the functions of milk to the body is given in the primer after all the information about milk has been explained.</p>
<p>Problems on meat, fish, eggs and legumes and other protein foods. Protein foods such as eggs, meat and legumes are seldom included in the child's diet. His diet typically consists of only starchy foods. Parents do not know how much of these foods the child needs. Lack of knowledge on the part of the parents on how to prepare these foods in such a way that the food substances are retained. Bartering</p>	<p>The child's diet must have high quality protein foods. Protein is essential in building and repairing worn out tissues of the body. Suggested serving equal to one tablespoon of the food for each year of life is an appropriate guideline. Cook meat in water or other liquids (enough just to cover the meat) in a moderate heat. Excess water will carry some of the food substance</p>	<p>Ambo and Maria want also to know many things about meat, eggs, fish and legumes for Mila. The amount of these foods which Mila needs is also explained. The story continues to narrate that Mila should eat the various foods such as eggs, meat and fish. Also she should eat legumes for variety. The story continues to explain how much and how many times these foods are served to Mila. The story touches</p>

eggs with salted fish without leaving some for their own consumption seems a usual practice.

away.

on how the foods in this group are prepared such that Mila can take all the food substances she needs. Available foods in the locality such as fish and beans are emphasized. Mila's need for eggs is also emphasized.

Problems regarding fruits and vegetables. Parents prohibit their children to eat many fruits and vegetables for fear of indigestion. Parents are also particular about the time when fruits are eaten by the child if he is allowed to eat them. They usually do not allow the child to eat fruits during breakfast and supertime.

Fruits and vegetables are essential in the child's diet for their vitamins and minerals. Green leafy and yellow vegetables are valued for their vitamin A and sometimes vitamin C content. Citrus fruit and vegetables are valued for their vitamin C content. Other vegetables are valued for additional vitamins

The kinds and amounts of fruits and vegetables are suggested to the couple for Mila. "Malunggay," a green leafy vegetable, is suggested. "Calamansi," a common citrus fruit, is also suggested. Other vegetables like squash and eggplant, pepper and other fruits like avocado, "tambis" mango, and chico, are suggested. All these foods are

	and minerals necessary for the body.	found in the locality.
Parents need to know the amount of serving and the kind of preparation of foods for the child.	Suggested amounts of servings of these foods is similar to that of meat - one tablespoon of the food for each year of age. Cook vegetables in just enough liquid to cover them. To conserve the vitamins and minerals, cover the food while cooking except for strong-flavored vegetables.	The story continues to explain how much of these foods Mila and other children of other ages should eat. It touches also on the kind of preparation that will conserve food substances.
Problems on carbohydrate foods. Parents are not aware of the food value of cereals and root crops. Different cereals and root crops are seldom used in a meal.	Cereals and other root crops are valued primarily for their carbohydrate content which gives energy to the body. Some cereals like corn and rice have some protein and vitamins. Unpolished rice	The different available foods in the locality are suggested to Ambo and Maria for Mila's use. Foods such as corn, rice, "camote," "gabi," cassava and "ubi" which are all carbohydrate foods are

contains vitamin B₁. To avoid monotony of using only one cereal or root crop, one may use different cereals and rootcrops for variety, if they are available in the locality.

mentioned in the primer. With these are included information about food substances and the kind of preparation and amount of serving for each meal.

Finally, a summary of all the foods that Mila needs is given in one whole page. This page is followed by a picture of a healthy, pretty and actively growing Mila. It explains how Ambo and Maria tried their best to learn about the proper diet for Mila and apply them in feeding their child, hence Mila is healthy, pretty, and active.

Concept II - Sensory Perception

Existing Specific Local Problems

Generalizations

Presentation of Facts in the Primer

<p>Parents do not seem to be aware of the value of sensory perception to the intellectual development of the child.</p>	<p>Intellectual development hinges on sensory perception.</p>	<p>Mila's father and mother have much work to do yet they have time for Mila. They play with her. They answer her questions and they show her they love her.</p>
<p>Parents need to plan the child's activities, including play so that he can be helped to develop his sensory perception.</p>	<p>Sensory perception development in the child can be helped through planned activities, including his play.</p>	<p>The games the family plays are discussed. Other activities like going to the farm are also narrated. Discrimination of different sizes, shapes, color, texture, and sounds are involved here.</p>
<p>Emphasis needs to be given on the child's development of the five senses during the preschool years.</p>	<p>Full development of the five senses may help the child's readiness to learn in school.</p>	<p>Mila is allowed to experiment on her own within her mother's hearing distance, in case she has questions</p>

<p>Since there is no nursery school in the locality, the parents have the sole responsibility in helping their children develop their five senses.</p>	<p>Imposition on the child often invites resistance.</p>	<p>to ask. A picture of Mila tasting different foods on the table is illustrated. Forcing Mila to learn is not advisable and so this is also portrayed in the story.</p>
		<p>Finally, a summary of how much Ambo and Mila have done to help Mila develop her five senses is portrayed in a picture of the couple and child playing together with pieces of paper having different shapes and colors.</p>

Concept III - Language

Existing Specific Local Problems

Generalizations

Presentation of Facts in the Primer

<p>Parents are not aware of the role of language in the intellectual development of the child.</p>	<p>Language plays a large role in all intellectual processes.</p>	<p>The story portrays Mila as a child who can talk well. Through talking she is able to think and to learn more because she asks about things she does not know. She is also curious and she can find answers to some things she observes through talking with her parents and other adults. Mila's parents try to encourage Mila to talk by answering her questions and conversing with her pleasantly.</p>
<p>Parents do not know that they are the models of the child in</p>	<p>The child's language is influenced by the kind and amount of verbal</p>	<p>Ambo and Maria talk with Mila in complete sentences. They use well</p>

developing his language. Some parents talk in childish manner with their children. Parents prohibit the child from participating in the adults' conversation.

communication he has with his parents and other adults.

chosen words and speak in modulative voice. The story portrays Mila as a child who talks with adults and who is accepted by them with pleasure. A picture shows Mila and the adults having a good time visiting.

Finally, a picture shows the whole family eating together. As they eat they talk pleasantly. The whole family enjoys the meal.

As the concluding part of the story, a page is devoted to telling how happy the whole family is.

Mila is shown healthy, happy and pretty. She is also active because her parents help her to be this way. Now she is almost ready for

school. Ambo and Maria are also
healthy and happy for they have
done a good job as parents of Mila.

Summary

The Filipinos have their own traditions and beliefs which should be considered in introducing approved practices in child development. The approved practices in child development may be organized by isolating significant concepts in this area which are applicable to the child rearing practices of the group under study. These problems are many. They are identified and treated in the story using generalizations under each concept as information to the readers. This story, which is a part of the literacy material, is the content of the whole primer and should help the reader be informed of some concepts in child development at the same time that it improves their reading skill.

There are three types of literacy material developed by the writer. The actual development of each is discussed in detail in the next chapter.

CHAPTER IV

DEVELOPING THE LITERACY MATERIAL

This chapter deals with six main topics. First is a discussion of the two factors considered in developing the literacy material including language and over-all organization of the content. Second is the development of the charts which include the Pilipino alphabet, organization of the content, and steps in sentence structure. Third is the construction of Part I - Reading Exercises, which includes syllables, words and sentences. The fourth topic deals with constructing the primer which includes the word lists, developing the story, photo-sketching, and physical appearance of the primer. The fifth gives suggestions on how to use the literacy material and finally, the sixth topic discusses evaluations of these types of material.

Language

The language to be used in the literacy material is an important factor to consider. One has to decide which language would help the illiterate adults learn in the quickest possible way. The practice of using a foreign language in teaching the Bisaya group is not advisable.¹ Likewise, the use of the national language when it is remote or different from the mother tongue is not effective. The time needed in

¹The Use of Vernacular Languages in Education, p. 58.

teaching these adults how to read and write is limited. Ideally, part of the teacher's plan is to help these people learn valuable information also. Thus there will be two big problems faced by the learner-- learning how to read and write and understanding the contents of his reading material. In view of this, it would be difficult for the learner to tackle these two problems at one time in the shortest possible way, much more so, if the reading materials are written in a language foreign to him. A similar idea was expressed during a meeting of the UNESCO specialists in 1951, as reported in the UNESCO Monographs. It says:

For fundamental education, recent educational studies and nation-wide surveys...have given conclusive evidence that English, though highly desirable as a means of access to the world of culture and to the "one world of nations" is not an effective medium of instruction....To reach the masses of the people this medium of instruction must be their own native tongue. The attainment of literacy, and individual and social betterment represent too long and too arduous an effort, if conducted in the medium of a foreign language.²

Thus the use of the mother tongue as a medium of instruction is highly recommended. However, this does not limit the learner to study a second language or even the national language, when the latter is not used. If the learner desires to study them, he should be encouraged to do so. Neijs recommended a gradual introduction of the national language, if the learner has a mother tongue quite different from the national language.³

Among the Bisayans there are variations in the mother tongue of each group. For instance, the Surigaonons (people from Surigao, a

²Ibid., p. 36.

³Neijs, p. 47.

province in Mindanao, Philippines) speak quite differently from the Cebuanos (people from Cebu, another province in the Philippines). These dialects vary in accent and in some terminology. However, they have similarities. These people, nevertheless, can understand the Bisaya dialect very well and can communicate with each other in this language. The Bisaya therefore, seems to be the regional spoken and written language of this group. If the writer would consider a particular tribal dialect as the medium of instruction in her literacy material, the people for which this material is intended would be small. Hence the use of the Bisaya, the regional dialect.

Bisaya as well as the other dialects and even the national language of the Philippines are highly phonetic. They are spelled as they are pronounced. This is an important characteristic in determining the nature of the over-all organization of the content of the literacy material, aside from other factors.

Over-all Organization of the Contents

With Bisaya as the dialect used in the literacy material, the contents were organized following a sequence of order based on one approach in the teaching of reading--the synthesis approach. The elements, i.e., names and sounds of letters, syllables, words and sentences, are introduced in that order. Thus the three charts developed have the Pilipino alphabet with words illustrating each beginning letter, and sentences illustrating how these words are used in the sentences. In the Reading Exercises, Part I, the letters are introduced first, with the vowels followed by the consonants, and then the syllables and their combinations. The words help illustrate how the

syllables are combined to form a "whole", the word, and the sentences help illustrate how the words are combined to form "a meaningful whole", the sentence. A discussion of how the charts, Part I - Reading Exercises and Part II - The Primer, are developed is treated separately in detail.

Construction of the Three Charts

In constructing the three charts, the writer aims to help the learner know the names, sounds and shapes of every letter in the Pilipino alphabet. To avoid a monotonous drill of meaningless elements (the letters), sentences using words which are used for each letter are introduced.

The Pilipino Alphabet

The Pilipino alphabet contains twenty letters. They are given as follows: a b k d e g h i l m n ng o p r s t u w y. The first six of these letters are in Chart I, the second six are in Chart II and the last eight of these letters are in Chart III. Five of these letters are vowels. They are: a e i o u. This is similar to the English alphabet. The rest of the letters are the consonants, and one ligature, ng.

Organization of the Contents

Laubach's method of preparing the chart⁴ was adapted by the writer with some modifications. The use of pictures with their forms resembling those of the letters they represent was not done. Aside from the

⁴A Chart Supplement of Toward World Literacy.

difficulty of searching for the right form for a certain letter, this technique is criticized by some experts in teaching reading. The resemblance between the form of the letter and the part of the object over which it is drawn is sometimes far-fetched and therefore of little value.⁵

In presenting the letters, the following procedure was done. Words were selected to represent each letter using the following criteria:

1. They can be used to help convey the selected three concepts in the development of preschool children.

2. They are familiar in the daily lives of the group of people selected.

3. They can be illustrated in drawings.

4. They are short, usually a two-syllable word for beginning lessons.

Four boxes were constructed and arranged from left to right to provide practice for the learner in using left-to-right direction in reading. In the first box is a picture representing a word which has the sound of the letter introduced. For example for a letter a is a picture of ama (Father). This is pronounced as ahmah. In the second box is the word ama and a small letter a. In the third box are three big letter A's and three small letter a's. In the fourth box are words selected to illustrate the beginning letter. (For illustration, please see Appendix A, page 100).

After the six letters are introduced with their corresponding words, the words are used in sentences. This is designed to avoid the

⁵Gray, p. 80.

monotony of meaningless letter drills.

Steps in the Construction of the Sentences

The sentences are constructed in such a way that the key words are the variables and some service words are constants. Below is an illustration of the steps in using the selected words in sentences. The words are: ama (father) for a, bata (child) for b, kahel (orange) for k, doktor (doctor) for d, engko (elder brother) for e, and gatas (milk) for g. (Appendix A, page 100) The sentences:

Step I

<u>Ama</u> kini. (This is <u>father</u> .)	Where <u>ama</u> , <u>bata</u> , <u>kahel</u> ,
<u>Bata</u> kini. (This is a <u>child</u> .)	<u>doktor</u> , <u>engko</u> and <u>gatas</u> are
<u>Kahel</u> kini. (This is an <u>orange</u> .)	the variables and <u>kini</u> , the
<u>Doktor</u> kini. (This is a <u>physician</u> .)	constant.
Si <u>engko</u> kini. (This is an <u>elder brother</u> .)	
<u>Gatas</u> kini. (This is <u>milk</u> .)	

Step II

Nagkaon ang iyang ama ug kahel. (His father is eating an orange.)
Ama and kahel are now used in one sentence only.

Step III

Gipainum sa iyang ama ang bata ug gatas. (The father lets his child drink milk.)

Ama, bata and gatas are now used in one sentence. The same pattern is used with the other charts. (Appendix A, pages 101-102.)

Construction of Part I - Reading Exercises

Introducing the Syllables

Learning the syllables and the words which make up a combination of them is emphasized in Part I - Reading Exercises. Thirteen pages are devoted to introducing the consonants with their vowel combinations. On page one of Part I, b is introduced as the first consonant. Possible combinations of b with the vowels such as ba, be, bi, bo, bu are given (Appendix B, page 105). Neijs⁶ cited the advantages and disadvantages of using syllable drills. Among the advantages he mentioned the following:

1. It is logical and systematic, particularly in languages where every sound is represented by a symbol.
2. It pays due attention to the mechanical aspects of reading which can promote accuracy and independence, particularly in word recognition.
3. It is easy to teach.

The disadvantages are the following:

1. Insufficient attention is given to the meaning of what is read and too much to mechanical aspects.
2. Formal drill of meaningless elements which do not stimulate the interest of the adult listeners and it also taxes the memory heavily.
3. Fluent reading of meaning is retarded by easily formed habits of laboriously spelling out words or "syllable reading."

The writer tried to eliminate these shortcomings by forming words

⁶Ibid., p. 22.

after the syllables had been presented and then using them in sentences. It is hoped that in this way the learner is not bored with meaningless drills on syllables.

Introducing the Words

The syllables ba, be, bi, bo, and bu are followed by words like baso (glass), basa (read), bata (child), and bato (stone). (Appendix B, page 105). All these words are familiar to the group. They are needed to convey the significant concepts.

On page seven of Part I words like mangga (mango), masuso (suckling baby), mais (corn), malasado (soft-boiled), mesa (Tagalog for table), Mila (feminine name), Moslem (name of a tribe), and mutya (pearl) help illustrate the syllables ma, me, mi, mo, and mu (Appendix B, page 111). Most, if not all, of these words help convey a concept in child development. Words like mangga, masuso, mais, malasado and Mila are used in Concept I--Nutrition.

Neijs⁷ enumerated the advantages of using words in teaching reading. They are:

1. Words are the first meaningful elements, the smaller units in associating symbols with meanings.
2. They lend themselves easily to analysis since their constituent elements--syllables, letters, stresses, and tone signs--can be singled out and used for building new words. The word is a convenient small "whole" for parts to be taken off in order to form new "wholes." The word is also a convenient unit for sentence building.

⁷Ibid., p. 56.

3. They form good frames for the drill of syllables or of letters, for instance, listing words of two syllables of which one remains constant was done. This technique was adapted in Part I - Reading Exercises of the literacy material. On page one of Part I, there are words like baso (glass) and basa (read), where ba is constant and so and sa are the variables. Also there are words like bata (child) and bato (stone) where ba is constant and ta and to are the variables.

The four criteria listed under selection of words for the charts still hold true for Part I. However, more words which are longer are now introduced. In addition, words are selected with the possibility of illustrating syllable combinations.

The words are organized by adapting the word drill technique in the Spanish primer Luces⁸, where the same words are printed four times in different positions like this (Appendix B, page 116):

toro (bull)	tawo (man)	tingog (sound)	tuba (coconut sap)
tuba	tingog	tawo	toro
tawo	toro	tuba	tingog
tingog	tuba	toro	tawo

Introducing the Sentence

Sentences were introduced in all the lessons in the reading exercises. This was done to show that words when used in the sentence can express a complete thought. Also, it helps to develop further the learner's ability to recognize words independently. In presenting the

⁸Ibid., p. 27.

sentences in Part I - Reading Exercises, not all the selected words in a page are used. A few of these words are used for drill purposes only.

One approach in the teaching of reading is to start with sentences or a story. This is called the analytic or global approach. Emphasis is more on sentences than on letters and their elements. Neijs cited the advantages and disadvantages of this approach.⁹

Advantages:

1. It is useful in languages which have short or easy words to start with.
2. It helps to keep the learner's interest, since a sentence is a natural unit for thought.
3. The transition to the reading of continuous prose is also imperceptible as fluency and understanding have been the attitude from the beginning.

Disadvantages:

1. Teachers need to be experienced.
2. There is danger of an initial strain on the minds of the pupils from which they often try to escape by memorizing the sentences.
3. The skill of word and letter recognition are often overlooked which results in forming inaccurate readers.

Most of the words introduced in the charts and Part I are those which can be used to convey the three significant concepts in child development. To use these words and those other words selected for the same purpose is the next topic discussed.

⁹Ibid., pp. 57-58.

Construction of Part II - The Primer

Ideally speaking, making a primer involves the cooperation of specialists, as contended by Neijs¹⁰. He mentioned the following specialists who could help make a primer:

1. A linguist or language specialist who is familiar with the characteristics of the language used.
2. A psychologist who understands the ways in which adults learn to read.
3. A trained teacher who knows how to organize teaching situations to promote rapid progress.
4. A good writer of simple adult reading material.
5. An illustrator who knows how to use pictures as an aid in promoting word recognition and has a clear grasp of meaning.

There are no set rules in developing a primer.¹¹ Perhaps this is also true with developing the charts and the reading exercises. However, the writer followed five steps namely:

1. Getting a clear picture of the audience.
2. Isolating the existing local problems of the audience or group selected.
3. Isolating the concepts with specific facts to help meet the local problems of the group.
4. Listing words which could help convey the three concepts and other words which help the continuity of the events and tie the concepts

¹⁰Ibid., p. 48.

¹¹Ibid., p. 46.

with the events and characters in the story.

5. Constructing the story.

Steps 1, 2, and 3 have already been discussed in Chapter III. Step 4, which is listing words necessary to bring out the concepts and to tie events and characters with the concepts, was done by listing such words in the dialect. Later, these were translated to English to make the lists more understandable and meaningful to the reader. The English words are arranged in alphabetical order with the meaning in the dialect opposite each. There are four word lists for the primer only although some of these words are used also in the charts and reading exercises for drill. Word list 1 contains words under Concept I - Nutrition; word list 2 contains words under Concept II - Sensory Perception; word list 3 contains words under Concept III - Language; and word list 4 contains words listed under Other Words which help tie in concepts with events and characters in the story.

Word List 1

Concept I - Nutrition

1. amount - pila
2. avocado - abokado
3. banana - saging
4. beans - balatong, sitaw, batak
5. body - lawas
6. boil - pabukalon
7. bones - bukog
8. brain - utok
9. "kalamansi" (citrus fruit) - kalamunding
10. cassava - kamoteng kahoy
11. chico - tsiko
12. condensed milk - gatas nga "condensada"
13. corn - mais
14. crab - alimango
15. custard - "leche flan"
16. daily - kada adlaw
17. disposition - buot
18. eat - kaon
19. egg - itlog
20. enough - husto
21. essential - kinahanglan
22. evaporated milk - gatas nga "evaporada"
23. excess - sobra
24. few - dyotay
25. fish - isda
26. food - pagkaon
27. food substance - sustansya
28. fresh - presko
29. fruits - prutas
30. glass - baso
31. greens - berde nga gulay
32. gruel - lugaw
33. ice cream - "ice cream"
34. leafy vegetables - dahon nga gulay
35. let him drink - paimnon
36. liver - atay
37. meat - karne
38. mango - mangga
39. milk - gatas
40. orange or "kalamansi" juice - kahilada
41. over-cook - subra nga pagluto
42. rice - humay
43. ripe fruits - hinog nga prutas
44. select - pili-on
45. shellfish - kinhason
46. shrimp - pasayan
47. soft-boiled - malasado nga itlog
48. soft mashy consistency - lata
49. soup - sabaw
50. squash - kalabasa
51. suckling baby - masuso
52. sugar - asukal
53. sweet potato - kamote
54. tablespoon - kutsara
55. teeth - ngipon
56. tender - humok
57. times - beses
58. use - gamiton
59. water - tubig
60. wean - lutas
61. will choke - masudipan
62. will grow - motubo
63. will make the body active - malagsik
64. yellow vegetable - dalag nga gulay

Word List 2

Concept II - Sensory Perception

1. ability to understand - sabut
2. active mind - maabtik
3. bees - lapinig
4. big - dagko
5. bird - langgam
6. bright - maalam
7. cicada - gangis
8. coconut - lubi
9. color - kolor
10. count - ihapon
11. do not force - dili pugson
12. form - porma
13. guess - tagna-tagna
14. help - tabang
15. hornbill - kalaw
16. let her see - ipakita
17. many - daghan
18. mind - isip
19. mountain - bukid
20. paper bag - supot
21. pepper - sili
22. play - duwa
23. pungent - halang
24. question - pangutana
25. shapes - hitsura
26. sight - pagtanaw
27. small - gagmay
28. smooth - hamis
29. sound - tingog
30. taste - tilaw
31. things around her - butang libut kaniya
32. to learn - pagkat-on
33. touch - hikap
34. "uhaw" bird - uhaw
35. will exercise - pagbansay
36. will help - motabang
37. will participate - mo-apil
38. will play - magduwa
39. when she touched - paghikap

Word List 3

Concept III - Language

1. ability to understand - sabut
2. adult - dagkong tawo
3. ask - pangutana
4. bright - maalam
5. childish talk - binata
6. complete - husto
7. father - tatay, amahan
8. likes to talk - tabi-an
9. make it good - ayuhon
10. manner - pamatasan
11. manner of talking - manultisulti
12. mind - isip
13. model - sulundon, modelo
14. mother - nanay, inahan
15. praise - dayegon
16. slow - hinay
17. things around her - butang libut kaniya
18. well modulated voice - dili magsingka, husto sa kahinay nga tingog
19. will answer - motubag
20. will exercise - pagbansay
21. will go to school - motungha
22. will help - motabang
23. will repeat after adults - magsabatsabat sa dagkung tawo
24. will talk - makigsulti
25. wrong - sayop

Word List 4

Other Words (Unclassified)

- | | |
|--|-------------------------------------|
| 1. ahead - una | 27. only - lang |
| 2. Ambo - father character in the story | 28. really - gayud |
| 3. and - ug | 29. return - balik |
| 4. cattle - baka | 30. said - ingon |
| 5. child - bata | 31. thanks - salamat |
| 6. event - panahon | 32. that is why - ma-o kana |
| 7. every - kada | 33. the - ang, ang mga |
| 8. four - upat | 34. the same - pareho, ma-o gihapon |
| 9. from - gikan | 35. there - didto |
| 10. give - ihatag | 36. there is (are) - ana-ay |
| 11. good - buotan | 37. they - sila |
| 12. happy - malipayon | 38. this - kini |
| 13. have known - nahibalo-an | 39. three - tulo |
| 14. have tried - gipaninguha | 40. till - hangtud |
| 15. here - dinhi, ari | 41. town - lungsod |
| 16. his, hers - iya | 42. two - duha |
| 17. husband - bana | 43. usually - kasagaran |
| 18. if, when - kung | 44. very much - ka-ayo |
| 19. in - sa | 45. water buffalo - kabaw |
| 20. man - tawo | 46. what - unsa |
| 21. Maria - mother character in the story | 47. wife - asawa |
| 22. Mila - daughter character in the story | 48. will always - kanunay |
| 23. more - mas | 49. will fish - mangisda |
| 24. near - duol | 50. will pasture - magtugway |
| 25. new - bag-o | 51. will plow - magdaro |
| 26. others - uban | 52. woman - babaye |
| | 53. work - buhat |
| | 54. you - ikaw |

Developing the Story

The story technique is used in the primer to enable the adults to identify the characters who are playing the role of model parents in the story. The selected concepts in child development have been woven into the story so the parents can understand these concepts which are expressed in non-technical everyday language of the group.

Organization

Following the same technique in the charts and Part I - Reading Exercises in making the sentences, the story started with three words on page one: Kini si Ambo (This is Ambo). The words kini and si have been used already in the charts and reading exercises. Therefore they are not considered new words. Only Ambo is new here. But since syllables like am and bo have been taught in the previous lessons the learner will not have difficulty in reading the word. Ambo this time is the variable if one continues on reading to pages two and three. Here are the contents (Appendix A, pages 120-122):

Page one: Kini si Ambo. (This is Ambo.)

Page two: Kini si Maria. (This is Maria.)

Page three: Kini si Mila. (This is Mila.)

Kini and si are constants while Ambo, Maria, and Mila are variables.

The number of new words vary for every page. The biggest number of words in one page is 16 and the smallest is zero. The reason for this is obvious. If new concepts are introduced it is likely that new words are needed. However, if on the next page the story continues to explain the concept, then words which have already been used are used

again.

Repetition is a rule rather than an exception. The words are repeated as many times as possible without boring the reader. The number of sentences for beginning lessons are few. However, as the lesson progresses the number of sentences also increases. At the latter part of the story the number of sentences are dependent upon the size of the sketches or pictures.

The Synopsis of the Story

The title of the story is "The Active and Bright Child of Ambo and Maria." The story starts with introducing Ambo and Maria as parents of their newly weaned daughter Mila. These parents are very interested to learn how to feed Mila especially now that Mila is already weaned. They want her to grow healthy, happy and mentally active.

Fortunately, they learn many things about what food and how much Mila can eat. They learn the importance of milk to a growing child. Also the importance of other foods especially fish, eggs and meat, fruits and vegetables, and the use of cereal and rootcrops are some of the things they learn. They try to practice what they learn in feeding Mila. As a result Mila becomes a healthy, pretty and active child.

Mila's parents want not only her good physical health but they are also interested in helping her develop her five senses. They learn that these are important in helping Mila develop intellectually. So they try to play games with Mila if the latter is ready. These games, like guessing games, counting games, and even repeating sounds are good for Mila. They help Mila discriminate the differences of textures, tastes, shapes, colors and sounds. Opportunities for them to do these things

are many and they take them. One thing though, they never force Mila to play or learn if she does not like to. She can experiment on her own too. To illustrate this point, a picture of Mila tasting the different foods on the table can be seen. However, it was pointed out that her mother was within hearing distance to answer Mila's questions if there are any.

Mila is now growing fast. She is active physically and mentally. She likes to talk. Her parents talk with her in complete sentences. They use well-chosen words and talk with her in a pleasant modulative voice. Mila enjoys talking with other adults, too. She also enjoys talking with her playmates. Ambo and Maria encourage her to talk for they know that language will help Mila in her later training. At the table the family always has pleasant conversations. Mila imitates her father and mother and even other adults around her especially in the manner of talking. The parents and other adults set good examples for her since they know that they are the best models to this little girl. Since all of them are helping her develop the ability to speak, Mila can express herself very well and her parents rejoice at this.

Mila is now six years old and is almost ready to go to school. The parents, Ambo and Maria, are happy that they are able to help Mila in many ways. Thanks to them Mila is healthy, pretty, happy and intelligent.

Photosketching

Photosketching was adapted from an idea given in a UNESCO publication. This was referred to in Chapter I. The first task was to collect

a group of desirable black-and-white snapshots. The pictures of this primer were taken in the Philippines to make them appear like Filipinos in the sketches and capture the Philippine setting. The pictures were then traced in India ink using a rapidograph pen. The traced pictures were submerged in a solution of iodine to remove all shades except the India ink tracings--thus leaving bold outlines of the sketched photos. The photosketch in the iodine solution was thoroughly rinsed with tap water to remove the iodine, and then dried. The reason for not using pictures in the primer is that the subjects photographed may not like their appearances in the primer which will be read by many. Furthermore, photocopying with only a few copies for initial testing is more expensive.

Physical Appearance

One may assume that the illiterates have few reading materials or none at all. They may not have special interest in books as the literates normally do. For this reason, the physical appearance of the primer should be attractive enough to arouse their curiosity.

Print and Space

The prints used in the primer are bigger than the ordinary ones. This was done purposely to clearly outline the shapes of each letter. Also, enough space was provided for the illustrations. Crowding the letters and illustrations, leaving little blank space, would only confuse the reader. Since he is still learning to read, blank space in every page is necessary particularly in the initial lessons. Neijs commented that "this is not uneconomical for this prevents confusion and

fatigue by providing a resting space for the eyes and better concentration on a small but essential text."¹² Thus at the initial lessons of the primer more than 2/3 of the space is without text. The illustrations occupy some space and yet leave some blank spaces on each page. Neijs recommended that 25 or 50 per cent of the space in the primer should be set aside for illustrations.¹³

The Cover

The cover of the primer shows a picture of a healthy, cute pre-school girl playing in the yard outside the fence of a Filipino home. This yard with the plants is a typical scene in the rural areas of the Philippines.

Use of the Literacy Material

The literacy material was developed with the main objectives of bringing significant concepts in child development to the homes of illiterate Filipino parents and at the same time help them become functional literates. With this in mind, the writer makes several suggestions with regard to the use of the literacy material. To avoid misunderstanding about the concepts on the part of the learner, the teacher should be one who knows about child development. Also, in the teaching of the material the synthesis approach is recommended because the contents are arranged to follow a logical order. This will help the inexperienced literacy teacher to follow the step-by-step presentation of

¹²Ibid., p. 100.

¹³Ibid., p. 102.

of the contents. However, this is at the discretion of the teacher. The teacher should be flexible. If he thinks he has a better approach in teaching this group, then he may follow his own method even though he is using the material developed by the writer.

This material was developed specifically for the use of adult education teachers and home economics college students in extension classes. Each student may be asked to teach one illiterate parent reading and writing, using this material, or he may be asked to do so on a voluntary basis. However, before the student tries such a project he should be well versed in the job to be done. He should be familiar with the contents and be informed of the approaches in the teaching of reading so that he will be better prepared.

Evaluation of the Literacy Material

In the United States, to evaluate a primer in terms of its readability is not difficult since many formulas have been devised for this purpose. To mention a few, there are the Flesch Readability Formula, the Spache Readability Formula and the Fog Index of Robert Gunning. Also, there are word lists such as the Thorndike Word List, the Dale's Word List and the Stone's Revision of the Dale Word List. Whether these are applicable in evaluating the primer and the other two types of literacy materials developed by the writer is still a question. As to the use of word list, this is not possible in this study since the language used is very different from those English words in the word lists mentioned.

It seems evident that the only way to evaluate this literacy material is to put it to use. This is called pre-testing. Neijs suggested

two phases of pre-testing, the draft testing and the trial edition testing.¹⁴ Draft-testing is done at the initial stage of the primer while the trial edition testing is done at the latter stage of the primer.

The effectiveness and workability of the developed literacy material may be evaluated in the following manner. A sample of 20 Filipino illiterate parents may be selected. This group should be picked from the intended audience of this material. Then a class of about two or three weeks will be conducted, using the literacy material as the subject. This material is in the mimeographed or xeroxed form. With the close supervision of the author the following should be noted:

Illustrations:

1. What illustrations attract their attention?
2. What illustrations distract their attention?
3. Can they interpret the illustrations?
4. Do the illustrations help them understand the concepts and read the text?

Text:

1. Are they interested in the story?
2. What words do they think are difficult to read?
3. What words do they think are difficult to understand?
4. What words do they think are difficult to read and understand?
5. Do the text and illustrations blend?
6. Can they really learn to read using the developed materials alone? If not, what other aids are necessary to help them learn to read?

¹⁴Ibid., p. 108.

7. Can these materials be used in the writing lessons?

Using the data gathered from the pretesting, revisions should be made for the trial edition printing. This second stage of the primer would require a larger class, say 200 or 500. Through observation and interviews the teacher and the author should work toward getting the necessary information they need in revising the materials. As a whole, Neijs said that it takes a year or more to make the final form of the primer.¹⁵

Summary

The language familiar to the group is the best medium to use in developing the literacy material. Hence, the use of the Bisaya, the dialect of the selected group. The synthesis approach in teaching of reading was used as the basis in organizing the content of the literacy material. This is done to help those inexperienced home economics students to teach the group selected, following the sequence of lessons already arranged for them. Progression of elements and repetition are a must in the organization.

The Pilipino alphabet was used since this is used throughout the Philippine islands. Besides, this is the alphabet of the national language of the Philippines. As a whole, the order of presentation starts with the letters, their names and sounds, followed by the syllables, then the words and sentences, and finally the story. Within the presentation of letters and syllables is introduction of key words, or words which illustrate how syllables are formed, and the use of these

¹⁵Ibid., p. 49.

words in sentences. This was done to avoid monotony in letter and syllable drill and also to develop the ability of the learner to read for meaning. Effort was made to use the three significant concepts in child development as content in all the three types of literacy material. Since one purpose of the study is also to help the reader learn to read, other words not related to the concepts were used for illustration of letter and syllable combinations and for further word recognition.

The three concepts in child development--nutrition, sensory perception and language--are woven into the events and characters of the story. The mechanical factors in developing the format of the material, including photosketching, were discussed. Suggestions on how to use and evaluate the material were also given.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

Communicating with the greater number of Filipino parents, particularly those with limited reading ability, with significant concepts in child development has been a problem facing the Filipino home economists. This problem is also true in the United States even though literacy is not a major problem. A study was made by the writer to determine the possibility of developing literacy material to bring concepts to Filipino parents in the development of preschool children and at the same time help them learn to read and write. Specifically, the objectives of the study were: (1) to develop literacy material which may be used by adult education teachers of home economics engaged in teaching Filipino parents to read and write; (2) to bring into the Filipino homes significant concepts in the development of preschool children; (3) to suggest ways of using the literacy material which has been developed; and (4) to suggest ways of evaluating the literacy material.

To arrive at these objectives five steps were followed in the development of the literacy material, including charts, reading exercises, and primer.

First, a group of Filipino parents for whom the material was to be developed was selected, using the following criteria: (1) they are

illiterate; (2) they speak the Bisaya dialect; and (3) they live in the Visayas and Mindanao areas.

Second, three significant concepts in relation to development of preschool children were selected, namely: (1) nutrition, (2) sensory perception, and (3) language. The facts and generalizations used to support these concepts were found applicable to the Filipino customs and traditions.

Third, the synthesis approach in the teaching of reading was selected and was used as the basis in organizing the material. This approach teaches first all the elements of words, and next the words and sentences. Sounds, names and shapes of letters were introduced at the beginning, followed by syllables, and then finally by words and sentences. To avoid monotony in drill and to practice reading for meaning, words and sentences were introduced together with letters and syllables in the charts and the reading exercises.

Fourth, the actual construction of the following was made: (1) three charts where letters, key words and sentences were introduced; (2) Part I - Reading Exercises where syllables were presented, then words were formed out of these syllables, and finally, these words were used in sentences; and (3) Part II - The Primer in which the three concepts selected by the writer were woven into the events and characters of the story in the order they are given in Chapter III.

Selection of words for the material was given special emphasis. The four points considered were (1) words that could convey the three significant concepts in child development; (2) words that are familiar to the selected group of people; (3) words that could be illustrated in drawings; and (4) words that are short. Four word lists were developed,

using the foregoing criteria.

Before the primer was developed, problems common in a typical community were identified. Facts and generalizations drawn from research studies and literature were studied carefully as to their suitability to the problems and presentation in the primer.

Specific consideration was given to the format and general appearance of the three types of literacy material developed. (1) At least half of the page was left without words. This was done to provide a resting place for the eyes, to avoid confusion and to promote better concentration on the part of the reader. (2) Large type was used to clearly outline the shape of the letters. (3) Illustrations included sketches and photosketches of typical scenes in the Philippines.

Fifth, suggestions on how to use and evaluate the literacy material were obtained from various literature dealing with evaluation of primers and reading materials done in other countries such as India and the Philippines. Since this last step could not be accomplished while the study was made, the basis of the suggestions given by the writer included those of Neijls, an authority on developing and evaluating literacy material.

Conclusion

Several conclusions have been drawn by the writer as a result of this study. First, in developing literacy material, the language of the group for whom the material is intended should be used. This will make learning the concepts easier and faster.

Second, knowledge of the customs and traditions of a group of people can help the writer select the concepts, generalizations and

methods of presentation of the content in the material. It will also help him understand where to start and what common problems to identify.

Third, content of literacy material for adults should be different from that of young children. Interest of adults usually differs from that of children. Adults have more concepts so that learning a vocabulary is less of a problem than with young children.

Fourth, isolating the concepts to be conveyed to the group will help the writer to focus the development of the material toward the main ideas. Therefore, the danger of wandering away from the theme is minimized. Concepts can be woven into the events and characters of the story without affecting the art of story telling.

Fifth, there are no set rules in developing a primer. However, using an approach in teaching reading as the basis in organizing the content gives one a direction. Also, considering the limitations of adults in learning may help one decide on the kind of format he is going to use. Repetition is encouraged especially for a beginning reader. This will give the reader a sense of satisfaction of achievement by knowing that he could read most of the words. Frustration is therefore avoided.

Finally, the preparation of literacy material in home economics is possible and a home economist can be trained to write it.

Recommendations for Further Study

Based on the findings of the study, recommendations for further consideration are hereby suggested. First is evaluation of the literacy material through pretesting which involves two phases, the draft testing done at the initial stage and trial edition testing done at the later

part. Draft testing will need only about 20 persons while trial edition testing needs a larger number--200-500 persons.

Second is the development of additional literacy material using concepts in other areas of home economics. Significant points brought out in this study may help other interested persons in using concepts in clothing and textiles, home management, foods and nutrition, family relationship, and housing.

Third, further study on developing literacy by interested international students of home economics may be feasible, using some aspects of this study. Most of the references used in developing the literacy material in this study were tested in other countries like India, many of the African States, Mexico, and the Philippines.

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APPENDIX A







CHARTS

ANG ABAKADA (The Alphabet)








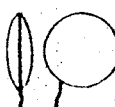
I

	<u>a</u> ma (father)	A A A	amo (monkey) amigo (friend) asin (table salt)	<p><u>A</u>ma kini. (This is a father.) <u>B</u>ata kini. (This is a child.) <u>K</u>ahel kini. (This is an orange.) <u>D</u>oktor kini. (This is a physician.) <u>E</u>ngko kini. (This is an older brother.) <u>G</u>atas kini. (This is milk.)</p> <p>Nagka-on ang <u>a</u>ma ug <u>k</u>ahel. (The father is eating an orange.) Nagka-on ang <u>b</u>ata ug <u>k</u>ahel. (The child is eating an orange.) Nagka-on ug <u>k</u>ahel ang <u>b</u>ata. (The child is eating an orange.) Nagka-on ang <u>d</u>oktor ug <u>k</u>ahel. (The physician is eating an orange.) Nagka-on si <u>e</u>ngko ug <u>k</u>ahel. (My older brother is eating an orange.) Naginom ug <u>g</u>atas ang <u>b</u>ata. (The child is drinking milk.)</p> <p>Gipa-inom sa <u>a</u>ma ang <u>b</u>ata ug <u>g</u>atas. (The father lets the child drink milk.) Gipa-inom sa <u>d</u>oktor ang <u>b</u>ata ug <u>g</u>atas. (The physician lets the child drink milk.) Gipa-inom ni <u>e</u>ngko ang <u>b</u>ata ug <u>g</u>atas. (My older brother lets the child drink milk.) Gipaka-on sa <u>a</u>ma ang <u>b</u>ata ug <u>k</u>ahel. (The father lets the child eat an orange.) Gipaka-on sa <u>d</u>oktor ang <u>b</u>ata ug <u>k</u>ahel. (The physician lets the child eat an orange.) Gipaka-on ni <u>e</u>ngko ang <u>b</u>ata ug <u>k</u>ahel. (My older brother lets the child eat an orange.)</p>
	<u>b</u> ata (baby, child)	B B B	basa (read, wet) baso (drinking glass) bana (husband)	
	<u>k</u> ahel (orange)	K K K	kalan (pot support) kahoy (wood, tree) kahon (box)	
	<u>d</u> oktor (physician)	D D D	dahon (leaf) duga (juice, sap) dagan (run)	
	<u>e</u> ngko (older brother)	E E E	engkanto (enchanted) edad (age) egi (fresh water snail)	
	<u>g</u> atas (milk)	G G G	gamot (root) gabon (fog) gulay (vegetable)	

II

	<u>h</u> igot (string) <u>h</u>	H H H h h h	hapag (native basket) hari (ring) humay (rice)	<p><u>Higot</u> kini. (This is a string.)</p> <p><u>Itlog</u> kini. (This is an egg.)</p> <p><u>Lugaw</u> kini. (This is porridge.)</p> <p><u>Mangga</u> kini. (This is a mango.)</p> <p><u>Nanay</u> kini. (This is a mother.)</p> <p><u>Ngipon</u> kini. (These are teeth.)</p> <p>Masustansya ang <u>itlog</u>. (Egg is good for the body.)</p> <p>Masustansya ang <u>mangga</u>. (Mango is good for the body.)</p> <p>Lami ang <u>lugaw</u>. (Porridge is good to eat.)</p> <p>Si <u>nanay</u> lami-an sa <u>mangga</u>. (Mother likes mango.)</p> <p>Si <u>nanay</u> lami-an sa <u>itlog</u>. (Mother likes egg.)</p> <p>Si <u>nanay</u> lami-an sa <u>lugaw</u>. (Mother likes porridge.)</p> <p>Ang mga <u>ngipon</u> ni <u>nanay</u> puti. (Mother's teeth are white.)</p> <p>Ang mga <u>ngipon</u> may <u>higot</u> nga itum. (The teeth are tied with a black string.)</p>
	<u>i</u> tllog (egg) <u>i</u>	I I I i i i	ibid (salamander) isda (fish) iring (cat)	
	<u>l</u> ugaw (porridge) <u>l</u>	L L L l l l	letson (roasted pig) lapis (pencil) lawas (body)	
	<u>m</u> angga (mango) <u>m</u>	M M M m m m	<u>m</u> ani (peanut) <u>m</u> abolo (mabolo tree) <u>m</u> onggos (mung bean)	
	<u>n</u> anay (mother) <u>n</u>	N N N n n n	<u>n</u> inong (godfather) <u>n</u> inang (godmother) <u>n</u> angka (jackfruit)	
	<u>ng</u> ipon (teeth) <u>ng</u>	NG NG NG ng ng ng	<u>ng</u> anga (open the mouth) <u>ng</u> isi (smile) <u>ng</u> abil (lip)	

III

	<u>o</u> hong (mushroom)	O O O o o o	ol-ol (painful) Opon (name of place) ok-ok (cockroach)	<u>O</u> hong kini. (This is a mushroom.) <u>Mga prutas</u> kini. (These are fruits.)
	<u>p</u> rutas (fruits)	P P P p p p	papa (father) panit (skin) pilit (sticky)	<u>Relo</u> kini. (This is a watch.) <u>Saging</u> kini. (This is banana.) <u>Si tatay</u> kini. (This is father.)
	<u>r</u> elo (watch)	R R R r r r	ralyo (rail) repa (lottery) relos (small pocket)	<u>Ubod</u> kini. (This is a shoot.) <u>Waling-waling</u> kini. (This is waling-waling.)
	<u>s</u> aging (banana)	S S S s s s	sabaw (soup) sabon (soap) supot (paper bag)	<u>Yoyo</u> kini. (This is yoyo.) <u>Masustansya</u> ang <u>prutas</u> . (Fruits are good for the body.) <u>Ang saging</u> masustansya. (Banana is good for the body.) <u>Ang ubod</u> masustansya. (Shoots are good for the body.)
	<u>t</u> atay (father)	T T T t t t	tubo (grow) tubig (water) tula (cook by boiling)	<u>May ohong</u> si <u>tatay</u> . (Father has a mushroom.) <u>May waling-waling</u> si <u>tatay</u> . (Father has waling-waling.) <u>May relo</u> si <u>tatay</u> . (Father has a watch.) <u>May yoyo</u> si <u>tatay</u> . (Father has a yoyo.)
	<u>u</u> bod (shoot)	U U U u u u	uban (accompany) upat (four) utok (brain)	<u>Ang ohong</u> ni <u>tatay</u> hing turok duol sa <u>saging</u> . (Father's mushroom sprouted near the banana.) <u>Ang yoyo</u> ni <u>tatay</u> nahulog duol sa <u>saging</u> . (Father's yoyo dropped near the banana.)
	<u>w</u> aling- waling (an orchid)	W W W w w w	wala (none) wasak (break) witik (sprinkle)	<u>Ang waling-waling</u> ni <u>tatay</u> gibitay sa <u>saging</u> . (Father's waling-waling is hung to the banana.)
	<u>y</u> yoyo (yoyo)	Y Y Y y y y	yaya (nursemaid) yogo (yoke) yoyo (yoyo)	

APPENDIX B

PART I - READING EXERCISES

Unang Bahin
 Part I
 Ang Pagbansay sa
 Exercises in
 Pagbasa
 Reading

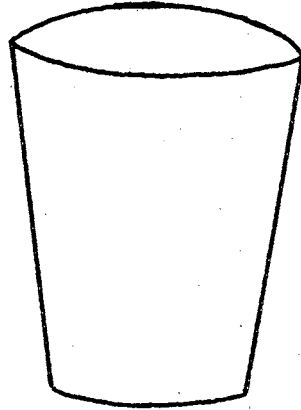
Ang mga Patinig
 The Vowels

A a E e I i O o U u

Ang mga Katinig
 The Consonants

B b K k D d G g H h L l M m
 N n NG ng P p R r S s T t
 W w Y y

Magtu-on Kita sa
 Let Us Learn to
 Pagbasa
 Read



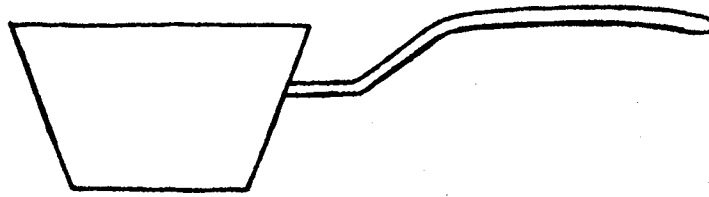
B b

baso
glass

Ba	Be	Bi	Bo	Bu
ba	be	bi	bo	bu

baso glass	basa read	bata child	bato stone
bato	bata	basa	baso
basa	baso	bato	bata
bata	bato	baso	basa
berde green	biba cheer	bogo dull	busa so

Ang bata naginom ug gatas sa baso.
The child drinks milk from the glass.



K k

kabo
dipper

Ka	Ke	Ki	Ko	Ku
ka	ke	ki	ko	ku

kabo dipper	kaba pounding	ka-on eat	karne meat
karne	ka-on	kaba	kabo
kaba	kabo	karne	ka-on
ka-on	karne	kabo	kaba

kele-kele armpit	kinhason shellfish	kolor color
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kutsara
spoon

Ang bata naginom ug gatas sa kabo.

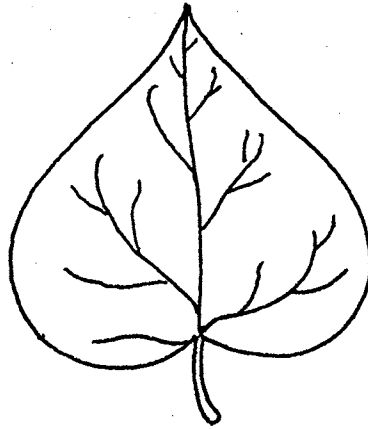
The child drinks milk from the dipper.

Ang bata nagka-on ug karne.

The child eats meat.

Ang bata nagka-on ug kinhason.

The child eats shellfish.



D d

dahon
leaf

Da	De	Di	Do	Du
da	de	di	do	du

dahon leaf	daghan many	dako big	duha two
duha	dako	daghan	dahon
daghan	dahon	duha	dako
dako	duha	dahon	daghan

Densio man's name	didto there	dose twelve	dugmok crush
----------------------	----------------	----------------	-----------------

Ang gulay daghan ug dahon.

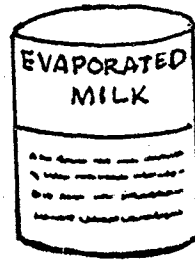
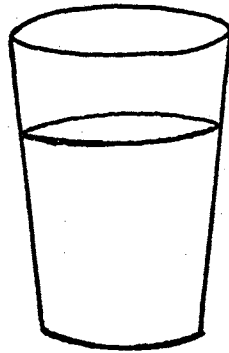
The vegetables have many leaves.

Ang gulay may duha ka dako nga dahon.

The vegetables have two big leaves.

Si Densio nagtanum ug gulay.

Densio plants vegetables.



G g

gatas
milk

Ga Ge Gi Go Gu

ga ge gi go gu

gatas gatos gahi gangis
milk hundred hard cicada

gangis gahi gatos gatas

gatos gatas ganis gahi

gahi gangis gatas gatos

gikan goto gusto
from beef recipe like

Ang bata kinahanglan ug gatas.
The child needs milk.

Gusto ako ug goto.
I like "goto."

Ang gatas gikan sa baka pabuka-
The milk fresh from the cow should be boiled.

lon.



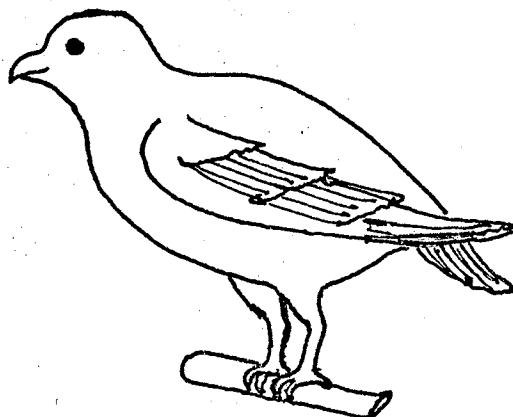
H h
halok
kiss

Ha He Hi Ho Hu
ha he hi ho hu

halok kiss	halang pungent	hamis smooth	hatud bring
hilak cry	Helen girl's name	holin marble	humay rice

Si Helen ninghalok kang nanay.
Helen kissed mother.

Si Helen naghilak.
Helen cries.



L 1

langgam
bird

La	Le	Li	Lo	Lu
la	le	li	lo	lu

langgam bird	lapinig wasp	lagsik active	lawas body
lawas	lagsik	lapinig	langgam
lapinig	langgam	lawas	lagsik
lagsik	lawas	langgam	lapinig

letson roasted pig	libut around	lobo balloon	lubi coconut
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Ang langgam lagsik ug lawas.

The bird is active.

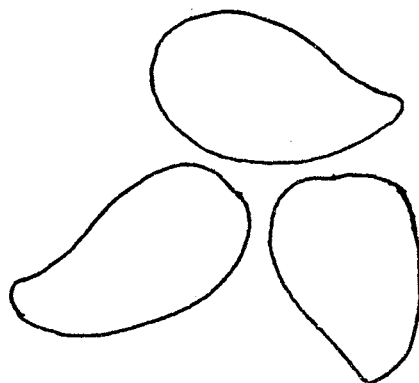
Ang lapinig lagsik ug lawas.

The wasp is active.

Ang langgam ug lapinig lagsik ug

The bird and the wasp are

lawas.
active.



M m

mangga
mango

Ma	Me	Mi	Mo	Mu
ma	me	mi	mo	mu

mangga mango	masuso suckling	mais corn	malasado soft-boiled
malasado	mais	masuso	mangga
masuso	mangga	malasado	mais
mais	malasado	mangga	masuso

mesa table	Mila girl's name	Moslem name of tribe	mutya pearl
---------------	---------------------	-------------------------	----------------

Ang masuso pakan-on ug malasado
A suckling baby needs soft-boiled

nga itlog.
egg.

Si Mila ma-oy mutya nila.
Mila is their pearl.

Ang "mesa" tinagalog sa lamisa.
"Mesa" is the tagalog term for table.



N n

nanay
mother

Na	Ne	Ni	No	Nu
na	ne	ni	no	nu

nanay mother	Nena girl's name	ni-ini this	nono goblin
-----------------	---------------------	----------------	----------------

Si nanay ni Nena nanilhig.
Nena's mother is sweeping the floor.



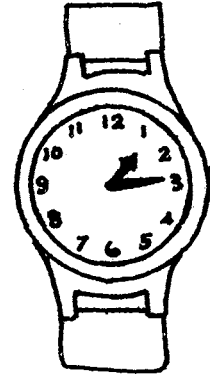
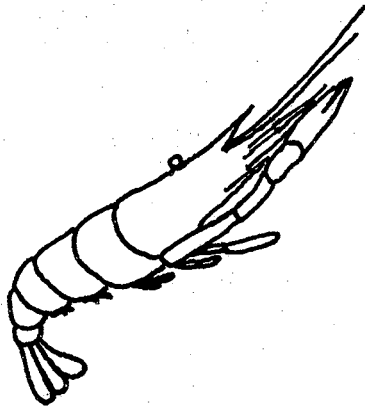
NG ng

ngipon
teeth

Nga	Nge	Ngi	Ngo	Ngu
nga	nge	ngi	ngo	ngu

ngipon	nganga	ngotngot	ngusot
teeth	open	painful	crumpled

Nakita ang ilang ngipon kay nag-
Their teeth were seen because they opened
nganga sila.
their mouths.



P p

pasayan

shrimp

Pa Pe Pi Po Pu

pa pe pi po pu

pasayan

shrimp

Pepe

boy's name

porong piso puto

head band

peso

rice cake

May pasayan si Pepe. May relo si

Pepe has a shrimp.

Pepe has a

Pepe. May porong si Rosa. May ribon

watch.

Rosa has a head band.

Rosa has a

si Rosa. May puto si Ramos. Si Pepe,

ribbon.

Ramos has a rice cake.

Pepe,

si Rosa, ug si Ramos may pasayan,

Rosa, and Ramos have a shrimp,

relo, porong, ug puto. Si Pepe, si

watch, head band, and rice cake.

Pepe,

Rosa ug si Ramos may tulo ka piso.

Rosa, and Ramos have three pesos.

R r

relo

watch

Ra Re Ri Ro Ru

ra re ri ro ru

Ramos

boy's name

relo

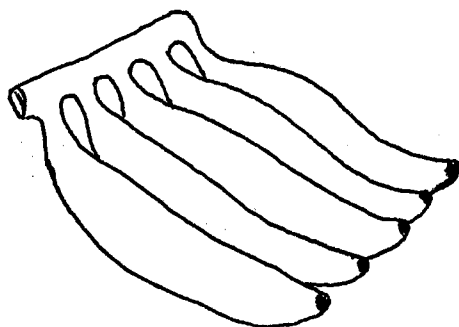
watch

Rosa

girl's name

ribon

ribbon



S s

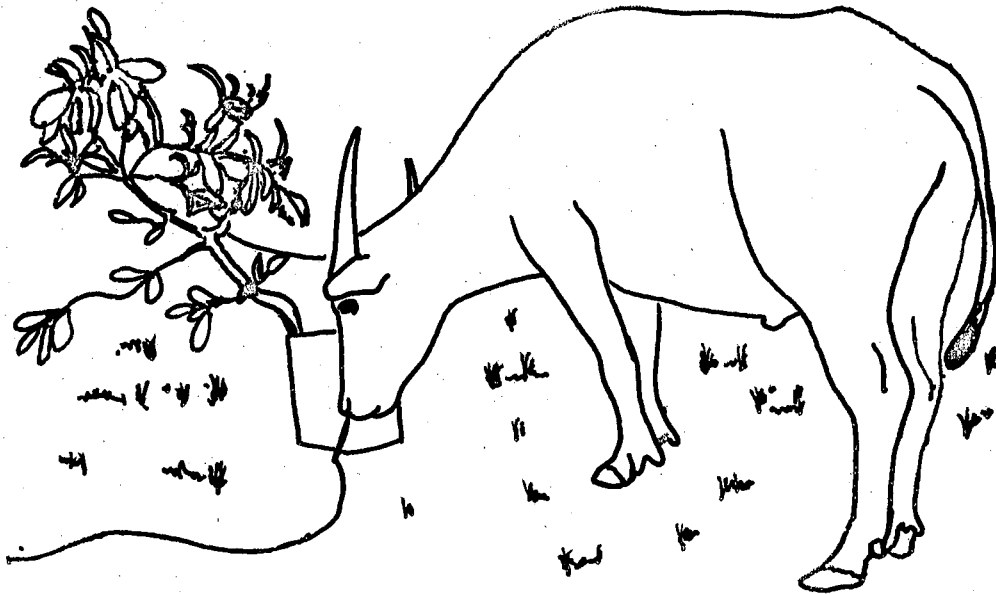
saging
banana

Sa	Se	Si	So	Su
sa	se	si	so	su

saging banana	sabut to understand	sabaw soup	sayop wrong
sayop	sabaw	sabut	saging
sabaw	saging	sayop	sabut
sabut	sayop	saging	sabaw

sili
peppersobra
excesssupot
paper bag

Makaka-on ang bata ug saging. Maka-
The child can eat bananas. The
 higop ang bata ug sabaw. Ang sobra
child can take in soup. The excess
 nga saging ug sili ana-a sa supot
bananas and pepper are in the paper bag
 ibabaw sa lamisa.
on top of the table.



T t

toro
bull

Ta	Te	Ti	To	Tu
ta	te	ti	to	tu

toro bull	tawo man	tingog voice	tuba coconut sap
tuba	tingog	tawo	toro
tawo	toro	tuba	tingog
tingog	tuba	toro	tawo

Gisungag sa toro ang abokado.

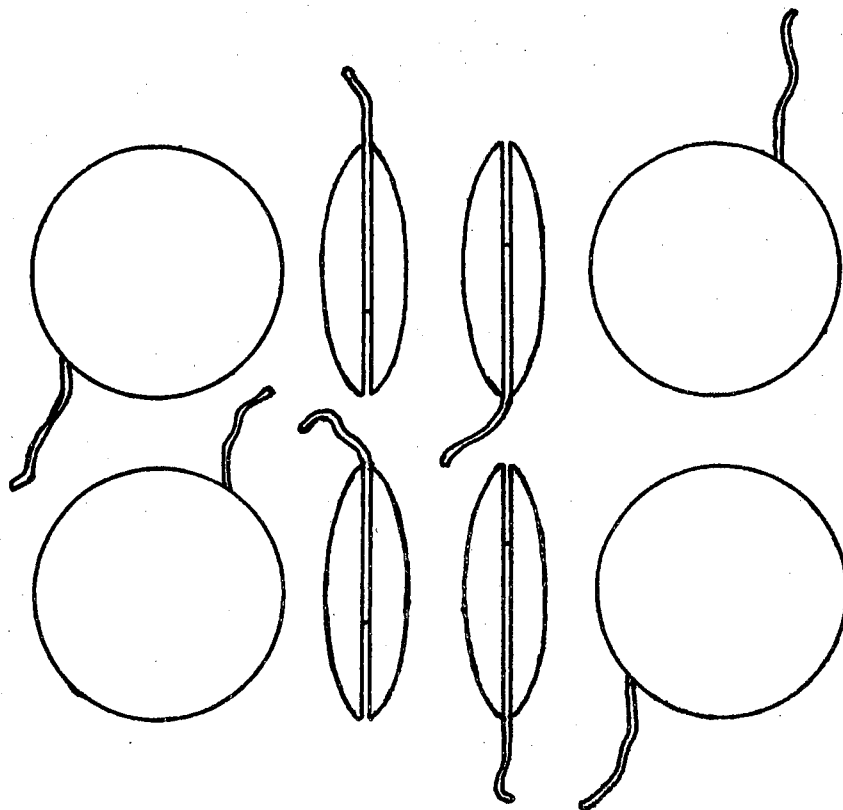
The bull gored the avocado tree.

Gikuha sa tawo ang toro kay gisu-

The man took the bull away because it gored

ngag ang abokado.

the avocado tree.



W w

Y y

walo ka yoyo
eight yoyos

Wa We Wi Wo Wu Ya Ye Yi Yo Yu
 wa we wi wo wu ya ye yi yo yu

walo wala wili yoyo yaya yuta
eight none feel attached yoyo nursemaid soil/ground
 wili walo wala yuta yoyo yaya
 wala wili walo yaya yuta yoyo

Ang walo ka yoyo nawala. Ang walo ka
The eight yoyos were lost. The eight
yoyo nga nawala nahulog sa yuta.
yoyos that were lost dropped to the ground.

Nawili siya sa walo ka yoyo.
He treasures the eight yoyos.

APPENDIX C

PART II - THE PRIMER

Ikaduhang Bahin
Part II
Ang "Primer"
The Primer



ANG MALAGSIK UG MA-ALAM
THE ACTIVE AND BRIGHT
NGA BATA NI
CHILD OF
AMBO UG NI MARIA
AMBO AND MARIA



Kini si Ambo
This is Ambo



Kini si Maria
This is Maria



Kini si Mila
This is Mila.



Si Ambo bana ni Maria.

Ambo is the husband of Maria

Si Ambo buotan nga bana.

Ambo is a good husband.

Si Ambo buotan nga amahan.

Ambo is a good father.



Si Maria asawa ni Ambo.

Maria is the wife of Ambo.

Si Maria buotan nga asawa.

Maria is a good wife.

Si Maria buotan nga inahan.

Maria is a good mother.



Si Mila anak ni Ambo ug ni Maria.

Mila is the child of Ambo and Maria.

Si Mila unang anak nga babaye ni

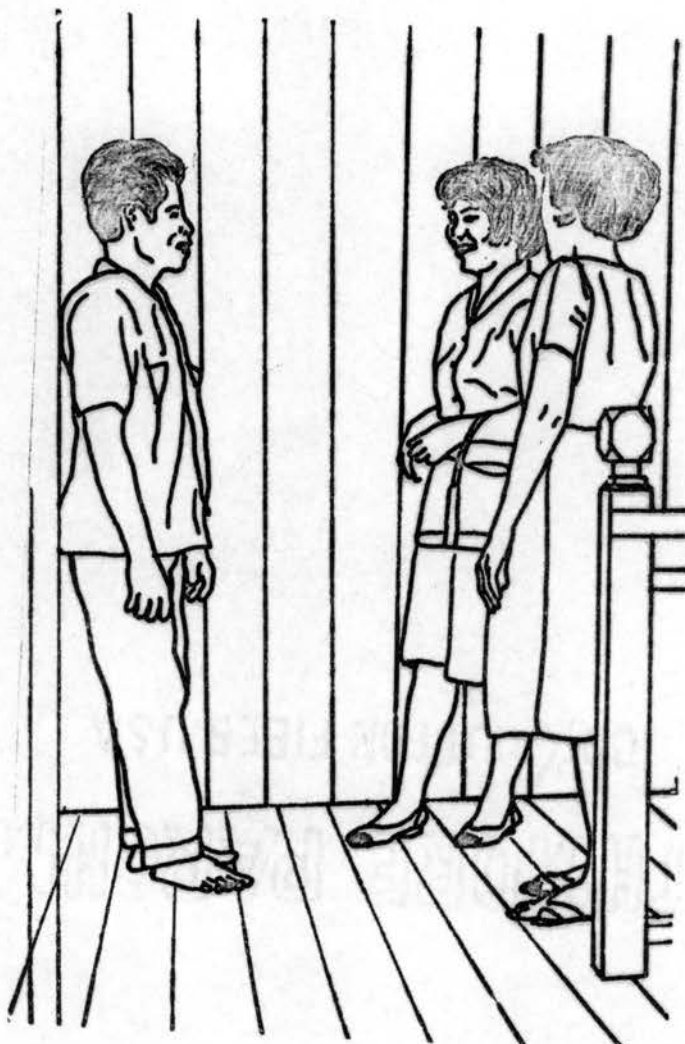
Mila is the first daughter

Ambo ug ni Maria.

of Ambo and Maria.

Si Mila bag-ong lutas.

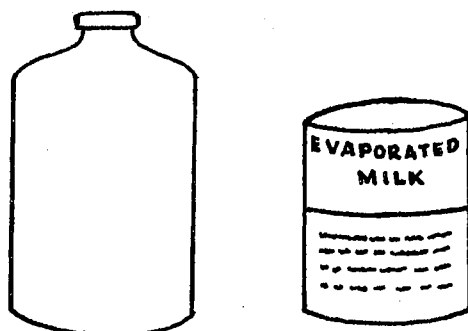
Mila is newly weaned.



Daghan ang gustong mahibalo-an ni
There are many things that
 Ambo ug ni Maria. Daghan ang gus-
Ambo and Maria like to learn. There are many
 tong mahibalo-an nila bahin sa bata.
things they want to know about the child.
 Gustong mahibalo-an nila ang hustong
They want to know the right
 pagka-on ni-ini.
food for the child.



Gustong mahibalo-an ni Ambo ug ni
Ambo and Maria would like to know
 Maria nga nganong ma-ayo ang gatas
why milk is good
 para kang Mila. Gustong mahibalo-an
for Mila. They want to know
 nila kung unsa nga gatas ang ihatag
what kind of milk is good
 kang Mila. Gustong mahibalo-an nila
for Mila. They want to know
 kung pila ka baso nga gatas ang
how many glasses of milk should
 ipainom kang Mila.
be given to Mila.



Ang Gatas ni Mila

The Milk for Mila

Kinahanglan limpyo ang gatas ni Mila.

The milk for Mila should be clean.

Kung presko nga gatas gikan sa baka

If the fresh milk used comes from the cow

o kabaw ang gamiton, kinahanglan pa-

or carabao (water buffalo) this should

bukalon gayod kini. Ang gatas nga

be boiled.

The condensed milk

kondensada daghan ug asukal. Dyotay

has much sugar.

It

lang ang sustansya ni-ini tungod kay

contains less food value because

dyotay man lang ang tinuod nga gatas.

it has less pure milk.

Ang gatas nga ebaporada wala ka-ayo'y

The evaporated milk has less

asukal. Mas daghan kini ug sustansya

sugar.

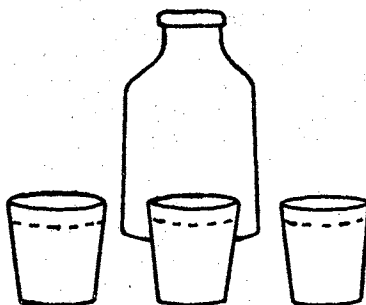
It contains more food value

sa kondensada kay daghan man ang ga-

than the condensed milk because it has more

tas nga tinuod.

pure milk.



Ang Kinahanglan ni Mila nga Gatas

The Milk that Mila Needs

Kinahanglan si Mila ug tulo ka baso

Mila needs three glasses of

nga gatas. Bisan dili siya makainum

milk everyday.

If she can not drink three glasses of milk

ug husto nga tulo ka baso nga gatas

some of it

basta makaka-on siya ug mga pagka-on

could be given in the form of other foods

nga may gatas, sama sa "leche flan",

with milk, like leche flan,

"ice cream," o lugaw nga may gatas.

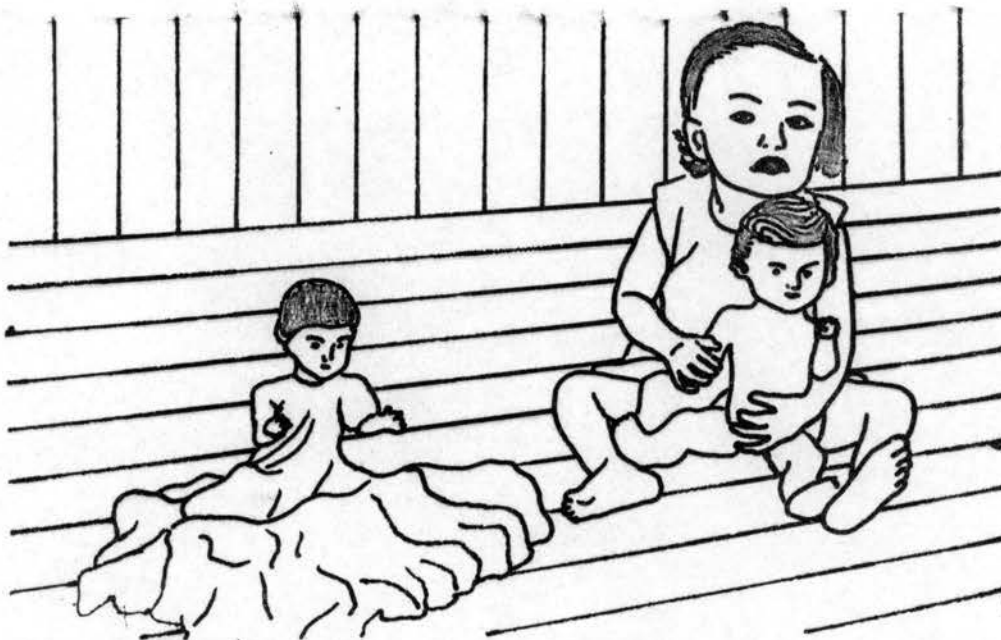
ice cream, or porridge with milk.

Sama lang gihapon kini nga naginum

This is just like drinking

siya ug tulo ka baso nga gatas.

three glasses of whole milk.



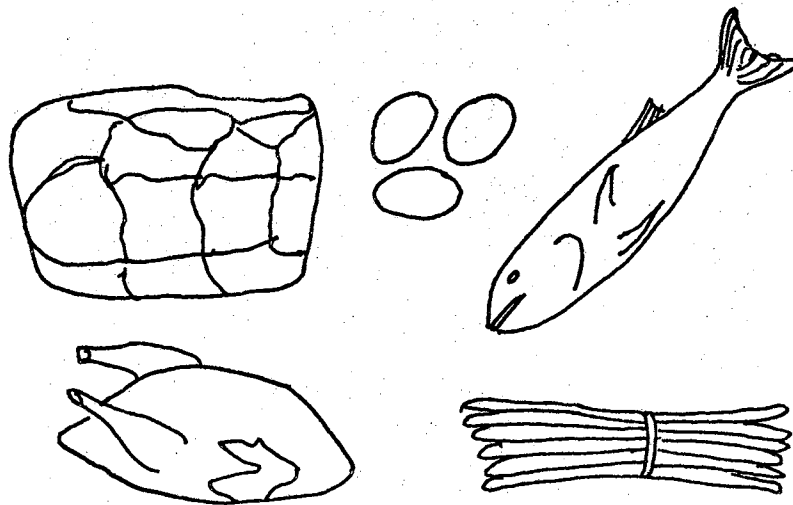
Ngano nga Kinahanglan ni

Why Mila

Mila ang Gatas

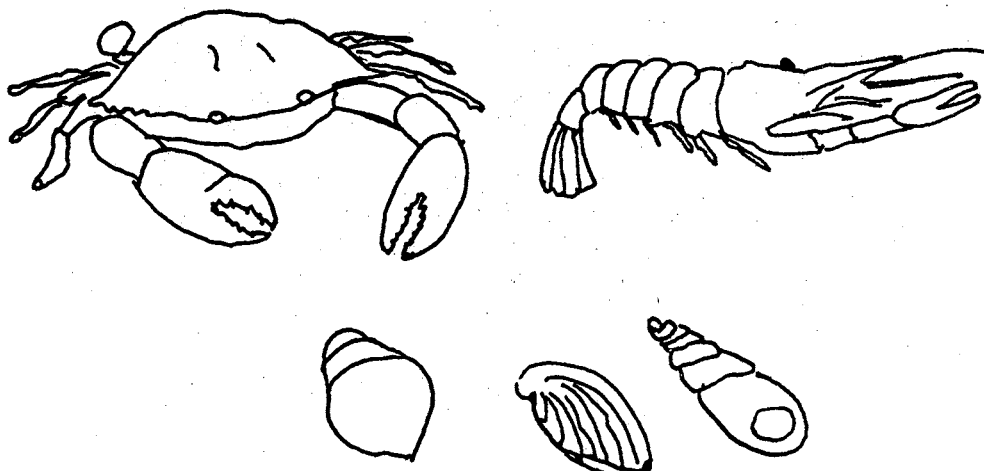
Needs Milk

Si Mila nagatubo. Ang gatas kinahang-
Mila is growing. Milk is needed
 lan sa nagatubo nga lawas. Ang gatas
by growing children. Milk
 makapatubo sa mga bukog. Ang gatas
makes strong bones for the body. Milk
 makahatag ug ma-ayong tubo sa mga
makes strong and healthy
 ngipon. Ang gatas makapabaskog sa
teeth. Milk helps build a strong
 lawas. Ang gatas makahatag ug sustan-
body. Milk helps provide good nourishment
 sya sa lawas. Ang gatas makapatubo
for the body. Milk helps the child
 ug makapabaskog sa bata.
to grow and be active.



Ang Karne, Itlog, Isda
 Meat, Eggs, Fish
 ug mga Balatong
 and Beans

Gustong mahibalo-an ni Ambo ug
 Ambo and Maria
 ni Maria ang mga butang bahin sa kar-
 want to know about meat,
 ne, isda, itlog, ug balatong. Gustong
 fish, eggs, and beans. They want
 mahibalo-an nila kung makaka-on ba si
 to know whether Mila
 Mila ug karne. Gustong mahibalo-an
 can eat meat. They want to know
 nila kung unsa nga karne ang ma-ihag-
 what kind of meat to give to
 tag kang Mila. Gustong mahibalo-an
 Mila. They want to know
 nila kung unsa-on pagluto ni-ini.
 how meat should be cooked.
 Gustong mahibalo-an nila kung unsa ka
 They want to know how
 daghan nga luto nga karne and ihatag
 much cooked meat to give



kang Mila kada ka-on. Ma-o usab ki-
to Mila every meal. These are also
 ning mga butanga ang gustong mahiba-
the things they want to know
 lo-an nila bahin sa isda, alimango,
about fish, crabs,
 pasayan, kinhason, ug mga balatong.
shrimps, shellfish, and beans.
 Ang itlog, atay, isda, ug humok
Eggs, liver, fish, and tender
 nga karne kinahanglan ni Mila sa
meat are good for Mila's
 iyang pagtubo. Ang dugmok nga karne,
growth. Fine meat,
 atay, isda nga walay bukog nga ma-ayo
liver, and boneless fish properly
 nga pagluto, ma-oy ipaka-on kang Mila.
cooked can be given to Mila.
 Kung magluto sa karne bantayan nga
In cooking the meat,
 ang sabaw igo nga makaluto ni-ini ug
put just enough water to cook it in and see to it
 walay ma-usik. Ang sobra nga sabaw
that no water boils over. The extra soup

nga mahisalibay ana-ay sustansya.

that maybe discarded contains food nutrients.

Luto-on ang karne sa hinay nga kala-

Cook meat with a low flame (or fire)

yo hangtud nga mahumok.

until it becomes tender.

Ang itlog nga malasado ma-oy

Soft-boiled egg is

ihatag kang Mila sa dili pa siya ma-

given to Mila at the age when she cannot yet

ayong moka-on. Ang dalag lamang sa

chew her food well.

Only the egg yolk

itlog ang ihatag.

should be given.

Kung dako-dako na si Mila maha-

As Mila grows older she

tagan na siya ug uban nga mga pagka-

can be given other foods

on sama sa mga kinhason o balatong.

such as shellfish or beans.

Kada tuig sa bata, usa usab ka kutsa-

For each year of the child's age, one

ra ng karne, isda, o balatong ang

spoon of meat, fish or beans may be

ihatag kaniya. Busa kung duha na ka-

given.

Therefore, when Mila is two

tuig si Mila duha usab ka kutsara

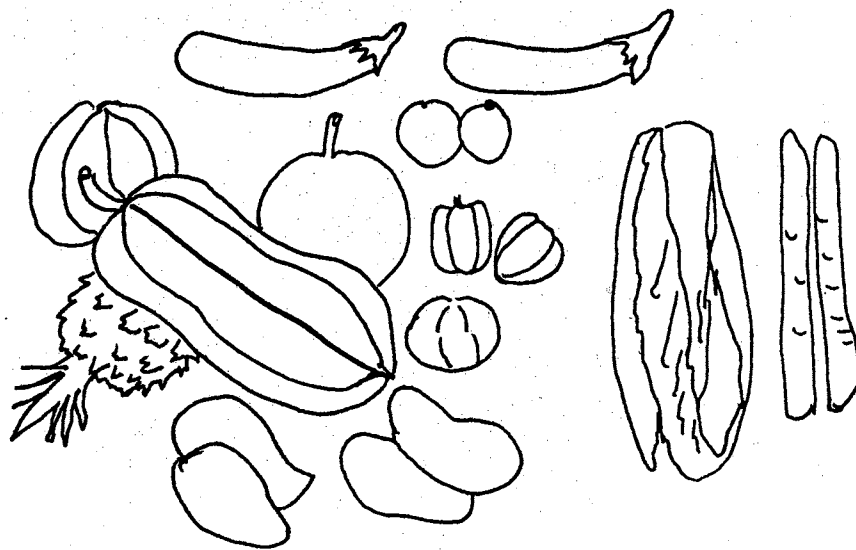
years old two spoons of the above

nga mga pagka-on sama ni-ini ang iha-

food maybe given to her

tag kaniya kaduha sa usa ka adlaw.

twice a day.



Ang Prutas ug Gulay

Fruits and Vegetables

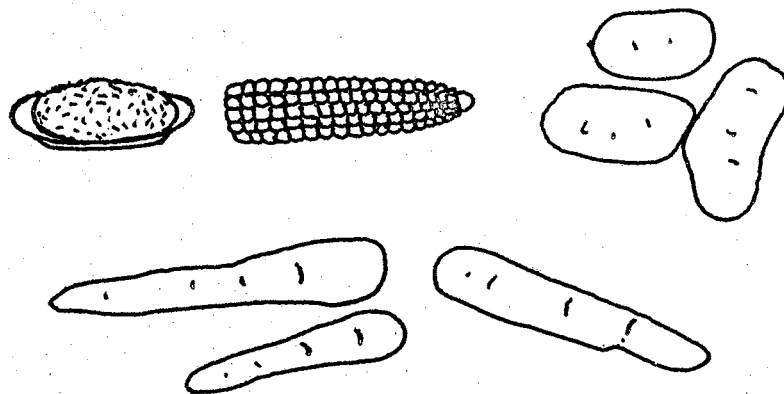
Gustong mahibalo-an ni Ambo ug
Ambo and Maria want
 ni Maria ang mga butang bahin sa mga
to know many things about
 prutas ug gulay. Gustong mahibalo-an
fruits and vegetables. They want to know
 nila kung unsa nga mga prutas o gu-
what fruits or vegetables
 lay ang maka-on ni Mila. Gustong ma-
can be given to Mila. They want
 hibalo-an nila kung unsa-on pagluto
to know how to cook
 sa mga gulay ug paghikay sa mga pru-
the vegetables and serve the fruits.
 tas. Gustong mahibalo-an nila kung
They want to know
 unsa ka daghan ang maka-on ni Mila
how many servings of
 nga gulay ug prutas.
vegetables and fruits Mila can eat.

Ang mga prutas nga hinog nga ma-
The ripe fruits that
 ka-on ni Mila ma-o ang saging, kaymi-
Mila can eat are banana, starapple,
 to, kahel, abokado, mangga, kalamansi
orange, avocado, mango, "kalamansi"
 nga himuon ug kahilada, ug tsiko.
served as a juice, and chico.

Ang mga gulay nga maka-on ni
The vegetables that Mila can eat
 Mila ma-o ang repolyo, kalamunggay,
are cabbage, horseradish tree leaves,
 petsay, talong, kalabasa ug pipino.
pechay, eggplant, squash, and cucumber.

Sama sa karne igo lang nga tu-
Like cooking meat, use only enough liquid
 big ang isabaw sa gulay kung kini
when cooking the
 luto-on. Bantayan nga dili malata
vegetables. Do not overcook
 kini sa kamulong luto.
the vegetables.

Sama sa karne usa usab ka kutsa-
Like meat, only one spoon
 ra ang ihatag sa bata nga usa pa ka
of vegetables is given to a child who is
 tuig ang edad. Busa ang duha ka tuig
one year old. Therefore, for a two-year old
 nga bata duha usab ka kutsara nga gu-
child two tablespoons of fruits
 lay ang ihatag. Ang gulay nga berde
or vegetables are needed. Green leafy and yellow
 ug dalag ihatag ka usa sa duha ka ad-
vegetables maybe served alternately, that is, once every other
 law. Ang prutas sama sa kahel o kahi-
day. Fruits like orange and "kalamansi"
 lada ihatag kada adlaw.
juice should be served everyday.



Humay, Mais, Kamote ug
Rice, Corn, Sweet Potato
 Kamoteng Kahoy
and Cassava

Gustong mahibalo-an ni Ambo ug
Ambo and Maria want
 ni Maria ang mga butang bahin sa hu-
to know many things about
 may, ma-is, kamote ug kamoteng kahoy.
rice, corn, sweet potato and cassava.
 Gustong mahibalo-an nila kung kining
They want to know if
 mga pagka-ona maka-on ba sa bata nga
an unweaned baby can eat
 nagsuso. Gusto usab nilang mahibalo-
these foods. They also want to know
 an kung pakan-on ba si Mila ni-ini.
if Mila can eat these foods.

Ang nagsuso nga bata pakan-on na
An unweaned baby should be given
 ni-ining pagka-ona. Daghanon lang ang
these carbohydrate foods. Mix enough
 tubig nga isakut aron ang bata dili
water with them so the baby can swallow
 masudipan. Labing ma-ayo ug saktan
them easily. It is better if milk is mixed with these foods
 kini ug gatas.
instead of water.

Si Mila hatagan gayod ni-ining
Mila should be given these
 pagka-ona upat ka beses kada adlaw.
foods four times everyday.

Si Mila Nagatubo

Mila is Growing

Si Mila nagatubo. Kinahanglan
 pa-imnon siya ug gatas.
 Mila is growing. She should
 drink milk.

Si Mila nagatubo. Kinahanglan
 pakan-on siya ug itlog, karne, isda,
 ug kinhason. Pakan-on usab siya ug
 gulay sama sa balatong, sitaw, ug
 bataw.
 Mila is growing. She should
 eat eggs, meat, fish,
 and shellfish. She should also eat
 vegetables like field
 beans.

Si Mila nagatubo. Pakan-on siya
 ug prutas sama sa saging, tsiko, ka-
 hel, ug kapayas.
 Mila is growing. She should eat
 fruits like banana, chico, orange,
 and papaya.

Si Mila nagatubo. Pakan-on siya
 ug gulay sama sa kamunggay, repolyo,
 talong, ug kalabasa.
 Mila is growing. She should eat
 vegetables like horseradish tree leaves,
 cabbage, eggplant, and squash.

Si Mila nagatubo. Kinahanglan
 pakan-on mga pagka-on sama sa humay,
 ma-is, kamote, ug kamoteng kahoy.
 Pakan-on usab siya ug tinapay.
 Mila is growing. She should
 starchy foods like rice,
 corn, sweet potato, and cassava.
 She should also eat bread.

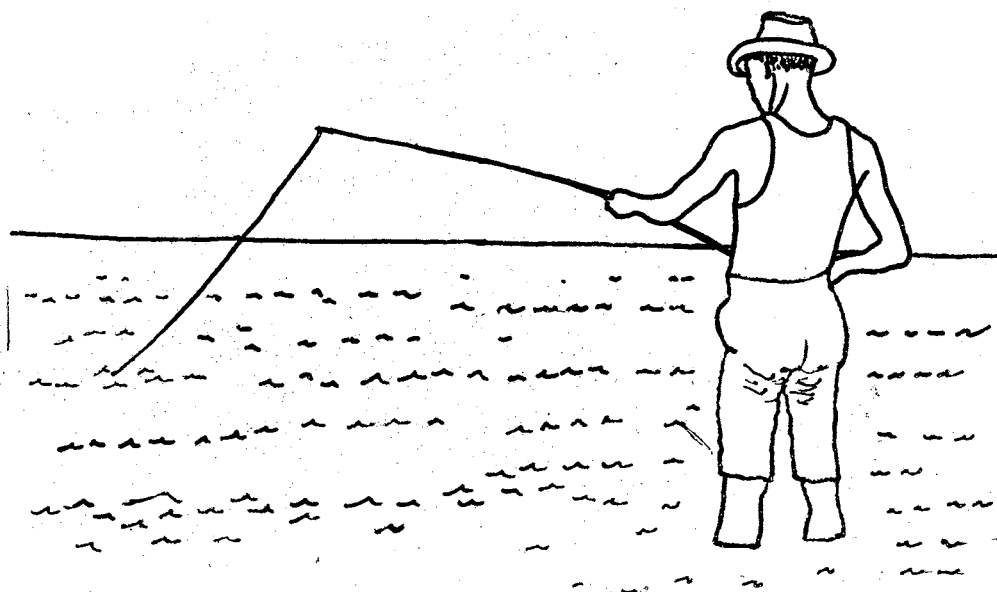


Malagsik si Mila

Mila is active

Ma-ayo ang lawas ni Mila. Ma-ayo
 ang iyang pagka-on. Limpyo si nanay
 ug tatay niya. Limpyo usab ang mga
 silingan nila. Ang bata nga ma-ayo
 ang lawas, malagsik. Ang bata nga ma-
 ayo ang lawas, ma-ayo ang bu-ot. Ang
 bata nga ma-ayo ang lawas, kasagaran
 ma-ayo ang pangisip.

Mila is a healthy child. She has
 nourishing food. Her mother and father
 are clean. Their neighbors are
 also clean. The child with a healthy
 body is active. The child with a
 healthy body has a good disposition. The
 child with a healthy body is usually
 mentally active.



Ang mga Buhat ni Ambo

The Work of Ambo

Si Ambo daghan ug mga buhat.

Ambo has much work.

Magdaro siya. Magtugway siya ug ka-

He plows the field.

He pastures the ca-

baw. Magguna siya. Mamasol siya. Mo-

bao.

He weeds the field.

He goes fishing.

He

tabang siya sa buhat sa lungsod.

helps in the community work.

Bisan ug daghan siya ug buhat

Even if he has much work,

may panahon gayod siya kang Mila. Ma-

he always has time for Mila.

He

kigduwa siya kang Mila. Makigsulti

plays with Mila.

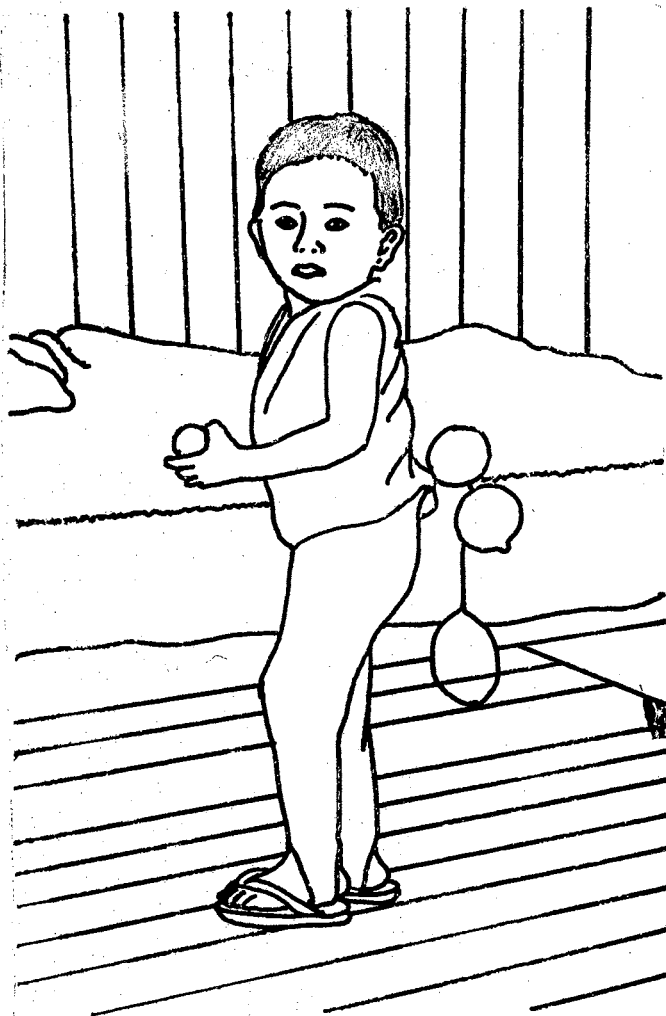
He talks

siya sa iyang anak.

with his daughter.



Sabakon ni Ambo si Mila. Halo-
Ambo puts Mila on his lap. He
 kan niya kini. Magsultihanay sila.
kisses her. He talks with her.
 Ayuhon ni Ambo pagpakigsulti kang Mi-
Ambo talks carefully and correctly with Mila.
 la. Si Mila magsabat kang Ambo. Busa
Mila repeats after Ambo. So
 ayuhon ni Ambo pagpakigsulti kang Mi-
Ambo speaks carefully and correctly with Mila.
 la.



Tulo na ka Tuig si Mila

Mila is now Three Years Old

Tulo na ka tuig si Mila. Sigi

Mila is now three years old.

She

siyang makigduwa sa iyang tatay. Sigi

always plays with her father.

She

siyang makigduwa sa iyang nanay. Sigi

always plays with her mother.

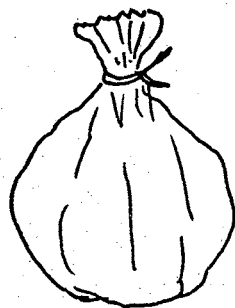
She

siyang makigduwa sa ubang mga bata.

always plays with other children.

Ang mga Duwa ni Mila

The Games Mila Plays



Ang Supot

A Paper Bag

Si Ambo nagkuha ug supot. Gipa-
Ambo obtained a paper bag. He
 sudlan niya kang Maria ang supot ug
let Maria fill the paper bag
 mga duwa-an. Gipahilam kang Mila ang
with playthings. Then he let Mila feel the
 supot. Unya gipatagna kang Mila ang
paper bag. He let Mila guess the
 sulod. Ang wala matagna-i ni Mila,
contents. The ones Mila could not guess
 gikuha sa supot ug gipakita kaniya.
were removed from the paper bag and shown to her.

Ang Pagbilang

Counting

Naggunting si Maria ug papel nga
Maria cut pieces of paper of
 lain-lain ug hitsura ug kolor. Unya
different shapes and colors. Then
 gibutang ni Mila, Ambo, ug Maria ang
Mila, Ambo, and Maria put the pieces of
 mga papel. Gilain ang usa ka kolor.
paper together. Each color was separated.
 Gilain ang usa ka hitsura. Gi-ihap
Each shape was separated. Then
 na usab kini.
all were counted.



Nahibalo-an ni Ambo nga kining
Ambo knows that these
 mga duwa-a makabansay sa pangisip sa
games can help develop Mila's
 bata. Kini makabansay sa iyang pa-ab-
mind. These games can help develop the child's ability to
 tik sa mata. Kini makabansay sa iyang
differentiate colors. These games can help develop the child's
 pagtan-aw sa lain-laing hitsura. Kini
ability to differentiate shapes. These
 makabansay sa iyang paghikap sa mga
games can help develop the child's ability to feel different
 butang. Kini makabansay sa iyang pag-
objects. These games can help develop the child's
 kahibalo kung unsa'y danglog. Kini
ability to feel things that are slippery. These
 makabansay sa iyang pagkahibalo kung
games can help develop the child's ability to differentiate
 unsa'y humok o gahi. Mabansay siya sa
what is hard or soft. She will learn to dif-
 hamis o dili hamis. Mabansay siya sa
ferentiate what is smooth or rough. She will learn to dif-
 lain-laing mga kolor. Mabansay siya
ferentiate various shades of color. She will learn

sa lain-laing mga porma sa butang.

to know different forms.

Si Mila ginapatilaw usab ni Am-

Ambo and Maria encourage Mila to taste

bo ug ni Maria sa lainlaing mga pag-

different

ka-on. Makita si Mila nga nagatilaw

foods.

Mila can be seen tasting

sa lainlaing mga pagka-on sa lamisa.

different foods on the table.

Ana-a ang iyang inahan sa duol, an-

Her mother is within hearing distance ready

dam kanunay sa pagsabat kung may

to answer if

ipangutana si Mila.

Mila has questions.



Si Mila Nagatilaw sa mga Pag-

Mila is Tasting Different

ka-on sa Lamisa

Foods on the Table



Upat na ka Tuig si Mila

Mila is now Four Years Old

Upat na ka tuig si Mila. Ma-ab-
 tik ang iyang pangisip. Ginatabangan
 siya ni Ambo ug ni Maria. Mahigala-on
 usab siya. Ginatudlo-an siya ni Ambo
 nga makighigala. Ma-ayong moka-on si
 Mila. Lagsik ang iyang lawas.

Mila is now four years old. She
 has an active mind. Ambo and Maria
 help her develop intellectually. Mila is
 friendly. Ambo helps her learn to
 be friendly. Mila has a good
 appetite. She has a healthy body.



Si Mila kanunay mouban kang na-
Mila often goes to the country
 nay niya sa bukid. Kanunay siya mou-
with her mother. She often goes
 ban kang tatay niya sa bukid. Sa bu-
with her father to the country. In the
 kid daghan ang tingog nga ilang ma-
country they can hear many
 bati. Mabati nila ang tingog sa ga-
sounds. They can hear the sound of the
 ngis. Mabati nila ang tingog sa ka-
cicada. They can hear the sound of the "ka-
 law. Mabati nila ang tingog sa buyog.
law". They can hear the sound of the bee.
 Mabati nila ang tingog sa uhaw.
They can hear the sound of the "uhaw."



Usa ka adlaw didto sila sa bukid.

One day they were in the country.

"Mila, ari diri," ingon ni Maria.

"Mila, come here," said Maria.

"Magtagna tagna kita. Gusto mo ba?"

"Let us play guessing games. Do you like to play?"

"O o," sabat ni Mila.

"Yes," replied Mila.

"Ambo, mo-apil ka ba?" ang pangu-

"Ambo, do you like to play, too?"

tana ni Maria kang Ambo.

asked Maria.

"O o," ang sabat ni Ambo.

"Yes," replied Ambo.

"Sigi, nabati ninyo karon nga

"All right, do you hear that

tingog? Bus-s-s-s. Unsa man kana nga

sound? Buz-z-z-z-z-z. What is that

tingog?"

sound?"

"Tingog sa lapinig!" Misinggit

"That is the sound of the bee!" shouted

si Mila.

Mila.

"Kana nga tingog, nga-a-a-nga-a-

"That sound, nga-a-a-nga-a-a-a,"

a-a," ingon ni Mila.

Mila said.

"Kabaw kana nga tingog," tubag

"That is the sound of the carabao,"

ni Ambo.

replied Ambo.

"Nabati ninyo karon nga tingog?"

"Do you hear that sound?"

ingon ni Ambo. Unya gisumaysumay ni-

asked Ambo.

Then he imitated,

ya, "Uhaw-uhaw-uhaw."

"Uhaw-uhaw-uhaw."

"Ah, hibalo-an ko karon," ingon

"Ah, I know that," replied

ni Mila. "Tingog sa uhaw nga langgam

Mila.

"That is the sound of the bird

karon."

uhaw."

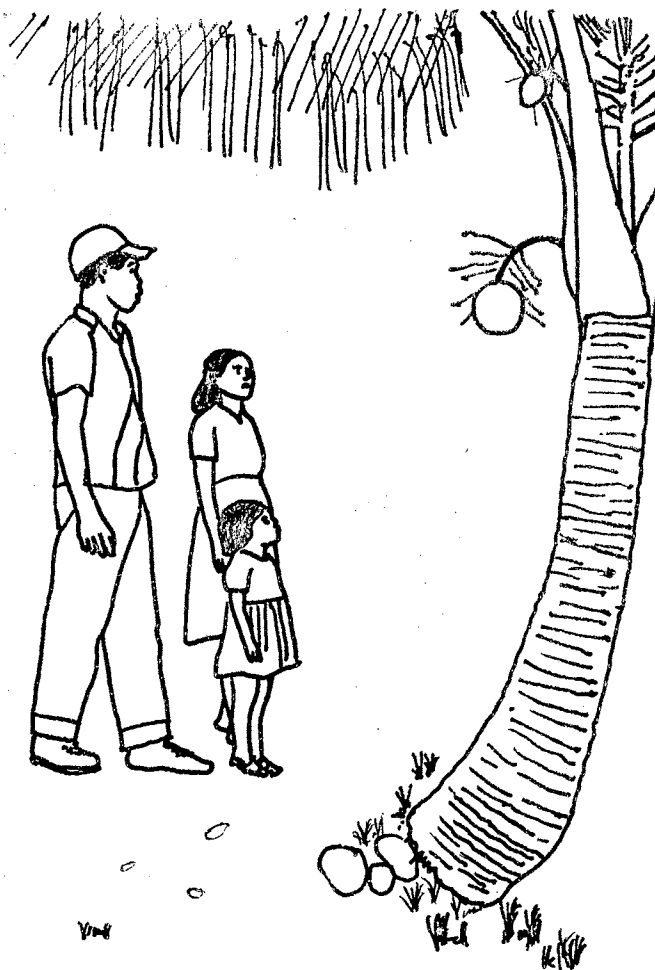
Unya gisumaysumay nilang tanan

Then they imitated

ang mga tingog. Malipayon sila.

all the sounds.

They were happy.



Sa pagpauli nila nagpunay lang
When they went home Mila asked
 ug pangutana si Mila.
so many questions.

"Inay, unsa man kini?" ingon
"Mother, what is this?" asked
 niya.
Mila.

"Lubi kana," tubag ni Maria.
"That is a coconut," replied Maria.



"Kini, unsa man ni tay?" dayon
"What is this, father?" she
 tudlo niya sa sili.
pointed to the pepper.

"Sili kana. Kana nga sili halang
"That is pepper. That pepper is hot
 kaayo busa likayan mo," tubag sa
so do not eat it," replied
 iyang tatay.
her father.



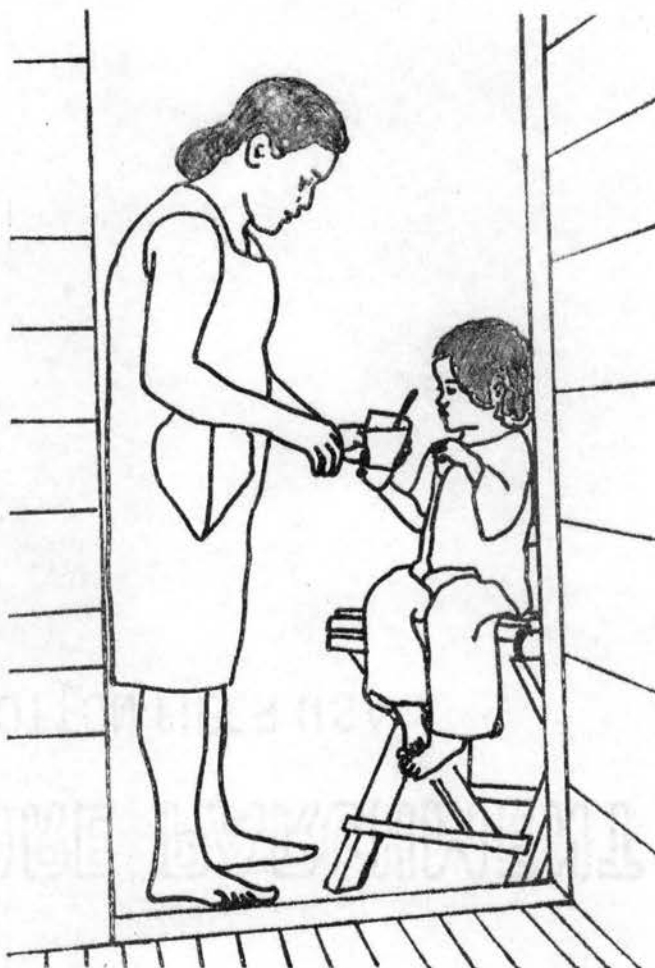
Si Ambo ug si Maria naninguha ug
Ambo and Maria are trying
 maayo nga maayo ang sabut sa ilang
their best to help Mila
 bata. Nahibalo sila nga ang bata ma-
learn. They know that they can help
 tabangan pagkat-on bisan gamay pa ki-
her learn even at the age she is now.
 ni. Nahibalo sila nga tabangan nila
They know that they can help
 si Mila pagkat-on sa mga butang libut
Mila learn about the things around
 kaniya. Nahibalo sila nga dili nila
her. They know that they should not
 pugson ang pagtudlo kang Mila.
force Mila to learn.



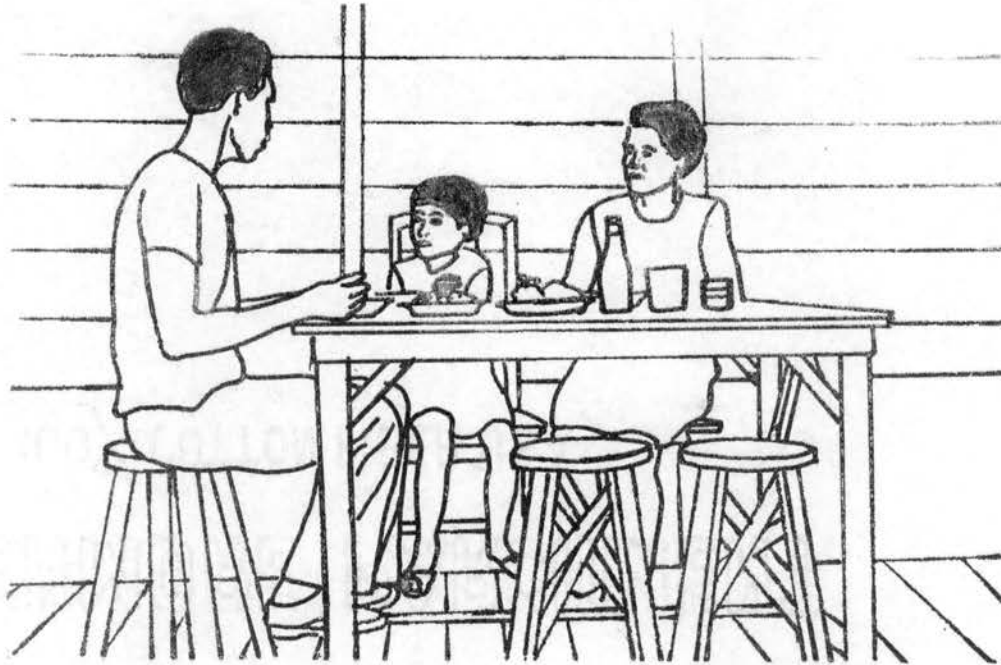
Tabi-an kaayo si Mila. Gusto si-
Mila is very talkative. She likes
 yang makigsulti kang nanay niya. Gus-
to talk with her mother. She
 to siyang makigsulti kang tatay niya.
likes to talk with her father.
 Gusto siyang makigsulti sa ubang mga
She likes to talk with the other
 bata. Gitabangan siya ni nanay niya
children. Her mother helps her learn
 sa pagpakigsulti. Gitabangan siya ni
how to talk. Her father helps
 tatay niya sa pagpakigsulti.
her learn how to talk.



Gusto usab si Mila makigsulti sa
Mila likes to talk with
 mga dagkong tawo. Gitabangan usab si-
older people. The elders also help
 ya nila pagkat-on sa mga pulong. Ang
her to learn how to talk. Her
 nanay ug tatay niya ma-oy modelo niya
mother and father are her examples
 sa pagpakigsulti. Ang ubang dagkong
in talking. The other adults who
 tawo nga makigsulti kaniya modelo
talk to her are also her
 usab. Busa kini nga mga tawo motubag
examples. Therefore, the adults should
 gayod kang Mila sa husto. Dayegon ni-
talk with Mila properly. They should
 la kini kung makama-o manubagtubag.
praise her when she gives the right answers to questions.
 Kining ilang gibuhad dako ug tabang
In this way they are helping Mila a great deal
 sa salabutan ni Mila.
intellectually.



Ang tatay ug nanay ma-oy maayong
The father and mother are the best
 sulondon sa ilang anak. Busa bantayan
examples to their child. Therefore they should
 ang pagpakigsulti kaniya. Hinayon ang
talk carefully with the child. They should
 pagpakigsulti kaniya. Pili-on ang mga
speak to her slowly. They should choose
 pulong nga husto. Dili binata-on ang
the proper words. They should use complete
 pagpakigsulti kaniya. Pananglitan sa-
sentences, not baby-talk. For example, saying
 ma ni-ini: "Nom ka?" nga sayop. Ang
"Nom ka?" is wrong and should be avoided. The
 husto: "Mo inom ka ba?"
right way is: "Mo inom ka ba?"



Bisan sa pagpanga-on ang tatay
Even while eating the father
 ug nanay ma-oy modelo. Ang pakigsulti
and mother are examples to the child. Speaking of
 sa ma-ayong mga butang samtang nanga-
pleasant things while eating
 on, makatabang kang Mila. Maayo si-
is good for Mila. This also helps
 yang moka-on. Makatabang usab kini
her eat well. This also helps
 kang Mila pagkat-on sa mga maayong
Mila learn good table
 pamatasan.
manners.



Si Ambo ug si Maria malipayon
Ambo and Maria are very
 kaayo. Malipayon usab si Mila. Mga
happy. Mila is also happy. Mila
 unom na ka tuig si Mila karon. Hapit
is now six years old. She is
 na siya motungha. Salamat na lamang
almost ready to go to school. Thanks to
 nga sa tabang nila ni nanay ug tatay
the care and help of her mother and father
 niya makama-o siyang manultisulti.
she can speak well.
 Maabtik usab ang iyang isip.
Her mind is also alert.

VITA

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Master of Science

Thesis: THE DEVELOPMENT OF LITERACY MATERIAL IN CHILD DEVELOPMENT FOR ADULT TEACHERS IN HOME ECONOMICS IN THE PHILIPPINES

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