

IMPORTANCE OF HOME LITERACY TO THE STUDENTS

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The significance of home cannot be overstated since it serves as the foundation for social interaction. To guarantee that pupils do well on their academic tasks, the effect of the home and even the parents on their children's performance in school should be favorable. Chandirmani, and Shrivastava. (2005) concluded that children with negative attitudes will produce subpar work and that a child's family environment substantially influences their academic achievement. More specifically, the learning environment at home greatly impacts a child's early competency development. The development of language comprehension and production are related and connected to home literacy and the environment of the learners on how their parent, caregiver, and guardians talk to them, manners and ways of conversations, and linguistics acquisition. More so, reading together with your children and being part of the regular routine of the family also improves the cognitive aspect of the children. Likewise, little research has been done on parents' perspectives on (shared) reading.

Young-Suk Kim (2009) examined the connection between Korean home literacy practices and the growth of traditional literacy competencies (word reading, pseudo-word reading, and spelling) as well as emergent literacy competencies (vocabulary, letter-name knowledge, and phonological awareness). The results showed a link between parental guidance, at-home reading, and children's development of emergent and conventional literacy skills.

In addition, Kim (2020) The home literacy environment (HLE) significantly affects a child's language development. While there is more evidence about how HLE helps children develop their first language, there is relatively less research on how it aids in

second language acquisition. As far as we are aware, no prior attempts have been made to combine the data from earlier research in order to examine how different HLE features impact ESL (English as a Second Language) acquisition. Through interaction with their family, involvement in literacy-related activities (like parental instruction), and use of literacy-related learning resources (like books) at home, children develop their ESL abilities. It is unclear, nevertheless, how much each of the varied aspects of the home reading environment affects how well kids perform in ESL.

More research was done by Estrada, P., Arsenio, W.E., Hess, R.D., and Holloway. (2007). demonstrated that parental participation had a good impact on teens' performance levels and that a happy home environment was substantially connected with high levels of motivation among high achievers.

Many people can attest to the delight and satisfaction of being read to and sharing books with our parents. Although McKool, S. Parkes (2007) stated that "shared reading is to provide children with an enjoyable reading experience and develop their reading habits, skills, and comprehension, and has good impact to the study habits of the learners. He further said that developing this potential of learners also helps to boost his confidence and cognitive aspects.

Studies show that shared reading experiences are very beneficial for young people. Additionally, they are acknowledged as a shared social occasion for parents and their children to foster a love of reading. Boys in elementary school also have stronger reading skills and less of a decline in their academic results when their mothers are more active in their education (Kingdon, Serbin, & Stack, 2017).

Thus, home is very important in honing the potential of students since this is the place where children first develop their cognitive, behavioral, and emotional being, this is the place where children learn first how to love and be loved. Therefore, it is very important

that the home should have a positive atmosphere so that it will develop positive attitudes and behavior in the child.

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