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**The effects of literature-based literacy instruction on the acquisition of early literacy skills of urban poor children**

This study aimed to investigate the effects of literature-based literacy instruction on urban poor preschool children's acquisition of literacy skills. Using a quasi-experimental method and literature-based literacy instruction, the researcher helped the children (4 to 7 years old) to acquire and develop phonological awareness, listening comprehension skills, decoding skills, etc. using different media of instruction: first language (L1), second language (L2), and bilingual (L1 and L2). Pre-tests and post-tests on ten specific literacy skills were administered.

The four-pronged approach was used to focus on (1) genuine love for reading, (2) critical thinking, (3) grammar and oral language development, and (4) transfer stage. Data was analysed in the light of the central processing and script-dependent hypotheses. Evaluation of the data derived from the pretests and posttests showed that literature-based instruction is effective in helping preschool children develop literacy skills, in whatever language of instruction. The results, however, strongly suggest that L1 is the better medium of instruction to use in teaching urban poor preschool children some literacy skills.