



PROCEEDINGS

BECOMING REFLECTIVE EDUCATORS AND PROFESSIONALS OF LEARNING
November 25–28, 2014

World Association of Lesson Studies
International Conference 2014 in Bandung, Indonesia

WALS



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PREFACE

On behalf of the Organizing Committee of World Association of Lesson Studies (WALS) 2014 International Conference, I would like to welcome all participants both local and overseas to the 8th annual conference at Indonesia University of Education in Bandung, Indonesia. The Bandung conference has attracted attention of international community around the globe. There are 782 registered participants from 29 countries with the largest contingent from Indonesia followed by Singapore, Japan, and Sweden.

The theme of WALS 2014 International Conference is **Becoming Reflective Educators and Professionals of Learning**. This theme reflects the continuity of efforts to be reflective educators and professional who never stop learning. Such is represented in the form knowledge, expertise, and other resources which are developed, invested, accumulated, and distributed to improve the quality of teaching and learning.

In this conference, educators and teachers from Africa, America, Asia, Australia and Europe continents come together to share their research and practices on improving the quality of teaching and learning, teacher education and development, school improvement, and learning community through Lesson and Learning Studies.

This proceeding is a collection of papers presented in the WALS 2014 International Conference. It covers 13 strands:

1. Teacher Professional Development
2. Action Research
3. Pedagogies and Teaching Strategies
4. Designing for Learning with Quality in Specific Subjects
5. Research on Lessons in Different Cultures
6. Issues about Leading Lesson Study
7. Learning Communities for School Reform
8. Developing Communities of Practices
9. Creating Knowledge in Practice
10. Student Learning and Development
11. Lesson and Learning Study in Pre-School
12. Lesson and Learning Study in Special Education settings
13. Lesson and Learning Study in Higher Education

We are sure that the papers and discussions from WALS 2014 International Conference will make a major contribution to the national and international dialogue on Lesson/Learning Studies. However, we would like to remind that the views expressed in the papers are those of each author alone and do not necessarily represent those of the organizing institutions or any of their affiliates.

I wish all of us a fruitful conference and opportunities to build networking during the conference. I hope you enjoy the conference and your time at UPI.

Sumar Hendayana, Ph.D.
Chair
Organizing Committee of WALS
2014
International Conference

Welcome Message

On behalf of the Organizing Committee of World Association of Lesson Studies (WALS) 2014 International Conference, I would like to welcome all participants both local and overseas to the 8th annual conference at Indonesia University of Education in Bandung, Indonesia. This Bandung conference has attracted attention of international community around the globe to join WALS 2014 conference in Bandung. We have 782 registered participants from 29 countries with the largest contingent from Indonesia followed by Singapore, Japan, and Sweden. The theme of WALS conference this year is "Becoming Reflective Educators and Professionals of Learning" as we would like to emphasize the how importance it is for teachers and educators to always reflect and learn from their practices in order to improve their professionalism.

This conference program provides you with information about papers, speakers, and venues. Three hundred eighty-six papers will be shared and discussed during the three-day conference. Four papers will be presented by four recognized keynote speakers from United Kingdom, Japan, United States of America, and Indonesia. Ten papers will be shared on two plenary sessions by invited speakers. Participants have many choices to attend concurrent sessions of 372 papers consisting of symposium, workshop, poster, and paper presentations. In addition, the conference offers participants with optional school visits at all levels of education from pre-school to higher-education on November 28, 2014. During the school visit, participants may observe lessons and participate in a post class discussion.

Collaboration and partnership are the spirit of lesson study. WALS 2014 is made possible through the collaboration and partnership with the Directorate General of Higher Education and West Java Provincial Office of Education.

I wish all of us a fruitful conference and opportunities to build networking during four days of the WALS 2014 International Conference. I hope you enjoy the conference and your time at UPI.



Sumar Hendayana, Ph.D.
Chair
Organizing Committee of WALS 2014
International
Conference

It is with great pleasure that I welcome all of you to the World Association of Lesson Studies (WALS) 2014 annual conference in Bandung, Indonesia. WALS is privileged to work together with Indonesia University of Education in organizing this conference and to receive the support from Ministry of Higher Education, Research and Technology, Republic of Indonesia, West Java Provincial Office of Education, the Government of Bandung City, and Japan International Cooperation Agency (JICA). The Indonesia University of Education has been playing an important role in developing and disseminating Lesson Study across Indonesia as well as to other countries in Asia and Africa through technical cooperation with JICA.

The conference organizing team led by Dr. Sumar Hendayana from Indonesia University of Education has worked extremely hard to ensure the success of our annual conference. As of October 2014, the conference has drawn 819 delegates with the largest contingent from Indonesia (375) followed by Singapore (197), Japan (68), Sweden (48), Philippines (18), Malaysia (16), Thailand (13), United Kingdom (11), China (8), Hong Kong (8) and Brunei (7). For the first time, African countries such as Ethiopia (7), Zambia (7) and Senegal (2), as well as Bangladesh are represented at a WALS annual conference. This outreach to new countries reflects the influence that Indonesia has in these countries as a result of the partnership they have with JICA and Japanese colleagues working in African countries. A total of 28 countries will be represented at WALS 2014 annual meeting in Bandung.

We look forward to the rich conversations among our delegates during the conference on the theme ***Becoming Reflective Educators and Professionals of Learning***. There are **304 papers, 50 posters, 9 workshops, 9 symposiums, 10 plenary sessions and 4 keynotes**. Our annual conferences bring teachers, academics, researchers and policy makers together to discuss lesson study research and practices and to learn from each other's work. We hope to see the development of professional and academic networks through mutual assistance and information exchange among our members at this meeting.

The success of WALS 2014 Bandung meeting is made possible by the dedication of the local organizing team led by WALS Executive Committee and Council Member, Dr. Sumar Hendayana from Indonesia University of Education. We want to thank them for their hard work over the last 2 years to provide an interesting and stimulating conference programme for all participants. We want to thank the Indonesia University of Education for hosting this conference. We are also thankful for the generous support from Ministry of Research, Technology, and Higher Education, Republic of Indonesia, West Java Provincial Office of Education, the Government of Bandung City and Japan International Cooperation Agency (JICA).

I wish all of you a fruitful and engaging time at WALS 2014.



Associate Professor
President,
World Association of Lesson Studies
National Institute of Education,
Nanyang Technological University, Singapore

On behalf of the West Java Provincial Office of Education, we welcome all the participants from Indonesia and overseas. One of the missions of the West Java Provincial Office of Education is improving the access and quality of education. One of the strategies in improving the quality of education is by implementing Lesson Study as a form of teacher continuing professional development through partnership with UPI that has been established since 2006 to develop and disseminate best practices on lesson study in West Java. Beginning with the piloting of lesson study in Sumedang District, lesson study then spread to 16 districts/cities in West Java. Thousands of teachers in West Java have enjoyed the benefits of Lesson Study for the improvement of the quality of education as activities in lesson study have updated their knowledge and skills in facilitating students' learning.

Activities in teacher professional development through lesson study are conducted at school so that the training for teachers becomes more contextual in solving problems at class levels, it does not require high expenses, and it does not cause teachers to abandon their students while participating in the training. Teachers become confident and accountable in teaching students and teaching-learning activities tend to shift from teacher-centered to student-centered while teacher sensitivity toward students experiencing learning problems has increased. In addition, teachers who have been accustomed to lesson study can adapt easily in implementing the Curriculum 2013 because teacher collaboration in analyzing lessons is not something new in lesson study. Teachers have been accustomed to analyzing lessons to stimulate students to think and reason, and build their knowledge so that students understand phenomenon and not to memorize facts.

At WALS 2014 Conference, West Java Provincial Office of Education has facilitated 200 teachers to participate in this conference and half of them present their papers to share their experiences in lesson study. Through this conference, we hope that teachers in West Java will gain more knowledge to even more optimize classroom teaching and learning. Last but not least, we hope that you enjoy the cool atmosphere of Bandung and the conference.



Prof. Dr. H. Moh. Wahyudin Zarkasyi, CPA
Head of West Java Provincial Office of Education

On behalf of the Directorate of Learning and Student Affairs, Ministry of Higher Education, Research and Technology. We wish you the warmest welcome to all participants from various countries. We have facilitated forty-two LPTKs (Educational Institution for Teacher Training) from Aceh to Papua with grants to develop lesson study to improve the quality of learning in higher education since 2009. We collaborate with teaching and learning experts from UPI (Indonesia University of Education), UNY (State University of Yogyakarta), and UM (State University of Malang) to foster LPTKs in the Western, Central, and Eastern regions of Indonesia. The supports in the forms of block grants for three years have been put to good use by LPTKs to focus on the improvement of teaching and learning quality. In addition, LPTKs partner with neighboring schools to develop school-based lesson study in the third year.

Through lesson study, University lecturers collaborate with teachers to plan, implement lesson plans, and reflect the teaching and learning processes. We witness positive changes from the grant recipients such as lecturers have become more accountable and open to criticism in carrying out teaching and learning activities, and have become more confident in teaching students. There is also a paradigm shift in classroom teaching from teacher-centered to learner-centered, and a more harmonious relationship between LPTKs and schools. Results of the development of lesson study in grant-receiving LPTKs will be shared in WALS 2014 Conference. One of the characteristics of WALS 2014 International Conference is the addition of a new strand called Lesson Study in Higher Education Setting.

We hope that participants of WALS 2014 Conference can learn from each other and build international networks in enhancing the quality of education. Please enjoy your stay in Bandung and we hope you enjoy WALS 2014 Conference.



Dr. Ilah Sailah
Director,
Directorate of Learning and Student Affairs
Ministry of Higher Education, Research and Technology

In this very happy occasion, on behalf of the Indonesia University of Education or Universitas Pendidikan Indonesia (UPI), I would like to welcome all the conference participants, both Indonesian and international participants, to our beautiful UPI campus in the city of Bandung. It is quite an honor for the Indonesia University of Education to host the World Association of Lesson Studies International Conference 2014. This conference is made possible through the cooperation between the Indonesia University of Education (UPI), Bandung City Office of Education, West Java Provincial Office of Education, Directorate of Higher Education, World Association of Lesson Studies (WALS), and Japan International Cooperation Agency (JICA). UPI has been the pioneer of the development of *Lesson Study* since 2006 together with JICA through the SISTTEMS Project (Strengthening In-service Teacher Training of Mathematics and Science at Secondary Level) and PELITA (Quality Improvement of SMP/MTs). At the beginning, we assigned 32 FPMIPA lecturers to collaborate with 500 mathematics and science teachers in 94 Junior High Schools to carry out innovation in mathematics and science learning through hands-on, mind-on, daily life by utilizing local materials as teaching materials in Sumedang District, West Java. Training teachers through lesson study puts more emphasizes on empowering teachers collegially than on instructing them to implement models of instruction. In Lesson Study, teachers and university lecturers collaboratively analyze teaching and learning through the cycle of *Plan, Do, See* to improve the quality of teaching and learning. From Sumedang District, we learned valuable lessons from the SISTTEMS Project that, among others, teacher improved their self-confidence and accountability in facilitating student's learning, collaboration between teachers and school leaders improved significantly, teaching and learning shifted from teacher-centered toward student-centered, teachers became more sensitive to and aware of students' learning problems, students were facilitated to learn collaboratively, student achievement gradually improved, and school image in the community improved significantly. Eventhough external supports have already ended, the schools in Sumedang District still continue to implement *Lesson Study* because the community realize the positive impacts of the practice of *Lesson Study*. Learning from the success of the implementation of *Lesson Study* in Sumedang District as a form of teacher professional development, UPI has expanded the target areas for *Lesson Study* in Indonesia. From 2008 to 2010, with the supports from Sampoerna Foundation, UPI trained 1500 teachers of mathematics, science education, Bahasa Indonesia, and English subjects in Karawang District (West Java province), Surabaya City, and Pasuruan District (East Java province). Since 2010, with the supports from the Directorate of Higher Education and the West Java Provincial Office of Education, UPI has trained 7,000 teachers of elementary, junior high, and senior high schools, and headmasters, and supervisors in 10 districts throughout the West Java province. In 2013, through the collaboration with the Government of Jambi Province, UPI trained 5,000 teachers of elementary, junior high, and senior high schools in 10 districts in Jambi province. In addition, UPI has also implemented the practice of *Lesson Study* to improve university courses in pre-service programs. We would like to extend our thanks and appreciation to all parties that have supported the organization of WALS International Conference 2014. Through this conference, let us strengthen our international network to share experiences and learn from each other to improve the quality of education through *Lesson Study*. We wish you all a fruitful and enjoyable WALS International Conference 2014!

Bandung, 24 November 2014



Prof. Dr. Sunaryo Kartadinata, M.Pd.
Rector,
Indonesia University of Education
(Universitas Pendidikan Indonesia)

On behalf of the Government of the Republic of Indonesia, I happily welcome all the participants of the WALS (World Association of Lesson Studies) Conference from various countries. Welcome to Bandung, Indonesia! In this 21st century, we are facing a complex global competition characterized by the rapid development of technology and multicultural society, and therefore education should provide our students with life skills and career skills having characteristics of flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. To help develop those skills, learning should be carried out in such a way that it can support creativity and innovation, critical thinking and problem solving, communication and collaboration, and information, media and ICT literacy. Therefore, the Government of Indonesia has revised the previous curriculum and developed a new curriculum known by Curriculum 2013 to be implemented comprehensively in 2014. Curriculum 2013 puts emphasis on learning processes because we believe that quality learning processes will result in quality student's achievement too. In learning, students must be facilitated to be able to build knowledge, not to be told. Consequently, the challenge for educators in the primary and secondary levels, and in the university level as well, is to change the paradigm in the classroom from teaching to learning. To implement the new curriculum, we have provided student's book, teacher's book, and we have trained the teachers, principals, and supervisors for one week in all levels of education. The one week training was meant for the socialization of the new curriculum which, afterwards, has to be followed up with continuous lesson studies.

Lesson study is a strategy to improve the quality of teaching and learning through studying the teaching and learning processes continuously by empowering teacher's potentials collaboratively and collegially. Lesson study emphasizes student-centered learning and trains high order thinking skills through daily life approach as well as utilizing local materials. Lesson study also functions as a continuous professional development. Lesson study activities are usually carried out at school so that these activities are relevant and are based on real classroom activities. The Government appreciates all the teachers who have implemented lesson study and we hope that the implementation of lesson study will improve the quality of classroom teaching and learning, and it ultimately will improve the quality of education in the country.

Lesson Study has been introduced in Indonesia since 2006 through the technical cooperation under the support from JICA. Although the supports from JICA ended in 2011, the practice of lesson study did not stop. Lesson study continued in various regions supported by regional government and universities. However, lesson study activities still need to be improved so that lesson study can affect the improvement of the quality of education in Indonesia. WALS 2014 conference organized by UPI has to be used well as a forum for learning from each other and for network building among educators from all over the world.

Last but not least, we would like to thank World Association of Lesson Studies (WALS) and UPI for organizing WALS 2014 conference. We hope that all participants of WALS 2014 conference will obtain invaluable lessons to improve the quality of education their own country.

We wish you a fruitful and enjoyable conference!



Prof. Dr., Muhammad Nasir, Ph.D
Minister of Higher Education, Research and
Technology

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Intentional Emergent Literacy Teaching: Why and How

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Abstract

In Indonesia, childhood education has been vastly developed since 2009 when the formal early childhood education framework about teaching for young pre-school learners (widely known as *PAUD*) was issued. This influences a number of Indonesia policy documents where recognition of early year learning is obviously formalized and issued by the Directorate General of Young Learner Education – an independent directorate officially formed in 2010.

The recognition of the importance of education for preschoolers results to a certain extent in the requirements for entering the formal schooling. Some elementary schools as the first compulsory education level for children require seven-year old children who are officially regarded eligible for formal schooling to pass the test of *Calistung* (*Baca, Tulis dan Berhitung*) an acronym for Reading, Writing and Math, or the three R's—'reading, writing and rithmetic' (National Quality Standard: Professional Learning Program [NQS PLP e-newsletter], 2013:2). Although this practice of *Calistung* test administration is condemned and even officially banned by the Indonesian government regulation (Indonesia State Regulation, 2010), the teaching of *Calistung* or the three R's in early years learning continues in preschools. Implied is that one particular concern with regard to early years learning, i.e., literacy teaching is worth discussing to date.

This article focuses on the issues for intentional literacy teaching for very young learners. It is organized to initially define literacy and emergent literacy in brief. It then presents applicable theories of language development. The argument for intentional teaching for very young learners follows. The article eventually explores the strategies for intentional literacy teaching by providing an example of teaching section employing play-based approach and cooperative learning. The model is provided as a blue print for teaching emergent literacy to very young learners.

Keywords: intentional teaching, emergent literacy, cooperative learning

Introduction

In Indonesia, the initial childhood education related declaration was issued in 2003 by the Ministry of National Education. Yet, it was not really developed until 2009 when another first formal early childhood education framework about teaching for young pre-school learners (widely known as *PAUD*) was issued. This influences a number of Indonesia policy documents where recognition of early year learning is obviously formalized and issued by the Directorate General of Young Learner Education – an independent directorate officially formed in 2010. In 2013 a significant commitment to supporting PAUD is seen by at least 10 policy documents issued for the investment in early childhood education as a means of securing it.

The recognition of the importance of the early years for preschoolers results to a certain extent in the requirements for entering the formal schooling. Some elementary schools as the first compulsory education level for children require seven-year old children who are officially regarded eligible for formal schooling to pass the test of *Calistung* (*Baca, Tulis dan Berhitung*) an acronym for Reading, Writing and Math, or the three R's—'reading, writing and rithmetic' (National Quality Standard: Professional Learning Program [NQS PLP e-newsletter], 2013:2). Although this practice of *Calistung* test administration is condemned and even officially banned by the Indonesian government regulation (Indonesia State Regulation, 2010), the teaching of *Calistung* or the three R's in early years learning continues in preschools. Implied is that one particular concern with regard to early years learning, i.e., literacy teaching is worth discussing to date.

This article explores the issues for intentional literacy teaching for very young learners. The article is organized to initially define literacy and emergent literacy in brief. It then presents applicable theories of language development. The argument for intentional teaching for very young learners follows. The article eventually explores the strategies for intentional literacy teaching by providing an example of teaching section employing play-based approach and cooperative learning. The model is meant to provide a blue print for teaching very young learners to achieve one component of literacy teaching, i.e. print concept.

Literacy

Literacy which is defined as something similar to "a living thing that changes and is moulded according to the needs and practices of groups of people" (Fellowes & Oakley,

2010:153) makes it hard for one to define what literacy is. However, as a starter we need to define it. "Literacy is the capacity, confidence and disposition to use language in all its forms." (Department of Education, Employment & Workplace Relations [DEEWR], 2009:38). It is obviously reconfirmed as pointed out here "Literacies are diverse and complex social practices; different communities have particular ways of taking from words and create different pathways to literacy for young children." (Queensland Studies Authority [QSA], 2013:1).

Emergent Literacy

The concept of emergent literacy grew out of Bond and Dykstra's (1967) whose studies were conducted from 1964 to 1967. This study which was continued by Clay (1966) who coined the term emergent literacy (Cohen & Cowen, 2011; Morrow & Tracey, 2007; Morrow, Tracey & del Niro, 2011).

Emergent literacy skill development is a continual process that occurs well before exposure to formal schooling (Whitehurst & Lonigan, 1998). It happens before the conventional reading and writing or before conventional literacy instruction (Hsieha, Hemmeter, McCollum, & Ostrosky, 2009; Justice & Pullen, 2003; Morrow et al., 2011). Emergent reading like children's pretending to read by scribbling on a page of a book indicates real literacy behaviour although it is not conventional (Morrow et al., 2011).

Measured by age, emergent literacy is best conceptualised as rooted in early life of a child – from birth (Cohen & Cowen, 2011; Morrow & Tracey, 2007; Morrow et al., 2011). Studies to see the development of phonological awareness indicated that emergent literacy have been 'detected' in children as young as two years of age (Lonigan et al., 1998; Prior, Bavin & Ong, 2011). It substantially occurs "prior to a child ever reading the first word as the biological, cognitive, and social preconditions surface." (Barbarin & Wasik, 2009:304), or prior to reading readiness or before their mental age of which the benchmark was – from the 1930s through 1960s – assumed to be 6.5 years of age (Cohen & Cowen, 2011).

Components of Emergent Literacy

Emergent literacy includes at least three major components or areas: Phonological awareness, print concepts and alphabet knowledge (Cohen & Cowen, 2011; Hsieha et al., 2009; Justice & Kaderavek, 2004; Morrow et al., 2011, Whitehurst & Lonigan, 1998). Sometimes, these three major components are merely classified in two: phonological awareness and written language awareness which includes print concepts and alphabet

knowledge (Justice & Pullen, 2003). Similarly, another classification includes oral language development which covers phonological awareness, and literacy development which covers print concepts and alphabet principle (Morrow & Tracey, 2007). Whitehurst and Lonigan (1998) group the components into two major domains of emergent literacy: inside-out (e.g., phonological awareness, letter knowledge) and outside-in domains (e.g., language, conceptual knowledge). A recent literature (Johnston, 2013) mentions the polarization of phonics and whole language to refer to similar classification.

The literature briefly reviewed above implies that intentional classroom instruction for early years should be designed to cover the following areas:

- (1) Phonological awareness to assist young learners with the sound structure of spoken language at the level of phonemes, syllables, and rhymes.
- 2) Experiences with print (print concepts including book concepts) to assist young learners with “emergent reading behaviour” (Morrow et al., 2011:73) so that they know, among others, that letters make words, that words have meanings, that a book has a title and author, and that a book is read from front to back.
3. Alphabet knowledge or alphabetic principle so that young learners learn the distinctive features and names of individual letters in both upper- and lower-case formats.

To these three main areas, another added is literate language which is described as the use of specific syntax or semantic features of written texts like nouns, verbs, adverbs (Justice & Kaderavek, 2004). To the list, some other “components of emergent literacy instruction” (Cohen & Cowen, 2011:117) which are widely recommended are story book reading and experiences with using language via songs, games, and conversations.

The literature review on the work of Justice and Pullen (2003) who reviewed 12 research reports studying the value of emergent literacy intervention leads to the exclusion of story book reading. Instead of being considered as a component of emergent literacy, it is one of the promising interventions in emergent literacy. Besides this adult-child shared storybook reading, the other two promising interventions for promoting emergent literacy skills include literacy-enriched play interventions and teacher-led structured phonological awareness curricula (Justice & Pullen, 2003).

Theoretical Perspectives Framing Early Literacy Learning

The following outlines some theoretical perspectives to illustrate how each insight is important to understand language development: (Wendy, 2012, 2013; Harris, 2009 as cited in Wendy, 2012, 2013).

1. The Behaviourist perspective of Skinner (1957) is based on the view that learning is shaped by our environment and our experiences within the environment. The notion of imitation and modelling are important to behaviourist theory. This theory informs our understanding that children imitate adults and others, even when not interacting with the child. A child playing a phone will pretend to engage in a serious conversation with a pretend person imitating the sounds, and gestures witnessed by an adult.
2. The Nativist perspective of Chomsky (1975) highlights that language is merely learnt by human beings. Chomsky proposed that every individual possesses a language acquisition device (LAD) with a universal grammar for young children to learn the language. Therefore the environment plays only a small role as children will acquire complex language early.
3. The Cognitive development perspective of Piaget indicates that children learn language with cognition. As they think about a problem, they construct meaning through interaction with the environment. The development of symbolic representation from which written and spoken languages are derived begins in the early years of life.
4. The Social interactionist perspective of Vygotsky is based on the notion that humans have a strong desire to understand and communicate meaning with others, and to create meaning for themselves. Therefore adults and peers play an essential role in communicating with children in their environment and facilitating their learning.
5. The Neurobiological perspectives recognise that certain areas of our brain are language-associated. This notion seemingly supports Chomsky's concept of LAD but to a certain extent relies on an external domain. The environment influences the brain's synapse connections which influences learning and development.
6. The Systemic functional linguistic perspective of Halliday (1975) argues that language is learned when there is relevancy and meaningfulness in social interactions. This is similar to the perspective of the social interactionist theorists, but differs from the nativist and behaviourist approaches. Under this approach there is a two way relationship between language and context as language has information about the context and the context shapes the language.

The followings are three more specific perspectives that have been considered most influential on the development of literacy for early young learners: (Arthur et al., 2012; Fellowes & Oakley, 2010)

1. The Maturational perspective of Gesell (1928) advocates that children need to be ready to learn literacy. Nothing much can be carried out to make children learn if they are not ready yet – if they have not reached a mental age.
2. The Developmental perspective of Thorndike takes it for granted that certain environmental and classroom activities can speed up the maturational phase disregarding the readiness of children to learn. Recognition and discrimination of letters can be introduced to children before their supposed mental age.
3. The Emergent perspective proposes that early experiences in the home and community are vital for literacy learning. Some activities encouraged to be present include talking, singing, scribbling, drawing, and lap reading in a contextualized, authentic setting. This reconceptualising of the previous developmental perspective highlights the roles of family and communities as contexts for children’s learning.

The Emergent perspective as the reconceptualist movement covering the postmodern and poststructural theories as well as the sociology of childhood have challenged the traditional perspective: children who are not dependent, weak and poor but capable, strong, and rich are actively engaged in co-construction of knowledge. Postmodernism and poststructuralism challenge educators to engage in intentional teaching drawing on a repertoire of pedagogies (Arthur et al., 2012). As the result of these contemporary perspectives of children learning, intentional teaching is brought about.

Intentional Teaching

Intentional teaching is deliberate, purposeful and thoughtful. Educators who engage in intentional teaching perform the followings: (Australian Children’s Education & Care Quality Authority [ACECQA], 2013; DEEWR, 2009).

- recognise that learning occurs in social contexts
- recognise that interactions and conversations are vitally important for learning
- actively promote children’s learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills
- use strategies (such as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving) to extend children’s thinking and learning
- move flexibly in and out of different roles and draw on different strategies as the context changes

- plan opportunities for intentional teaching and knowledge building

Intentionality requires educators to implement professional knowledge and strategies that reflect contemporary theories and research concerning children’s play, leisure and learning (Framework for School Age Care, n.d.). Educators are challenged to develop various teaching strategies to fill the children’s ZPD where children are operating their competencies for “[n]o one set of pedagogical practices is suitable for all children or all learning contexts” (Arthur et al., 2012:344).

In their longitudinal study engaging a total sample of 604 children, Catts, Fey, and Zhang (2002) found that children with language impairment in kindergarten were at a high risk for reading disabilities in their second and fourth grades. They also found that children’s literacy knowledge or experience in kindergarten and their initial reading achievement in second grade were good predictors of subsequent reading outcomes. They concluded that components in emergent literacy such as phonological awareness, print concepts, and letter identification or alphabet knowledge is predictive of subsequent reading achievement in many children. Similarly an earlier study of Wagner and Torgesen (1987) who reviewed some results of the longitudinal correlation studies found that phonological awareness and reading are related independent of general cognitive ability. Though they found that phonological awareness affects comprehension only indirectly, it was indicated that the development of phonological awareness was an important precursor to the acquisition of early reading skills. These findings imply that early literacy-based intervention is recommended.

The argument “Early childhood education, like all education, is deliberate intervention in the lives of young children. It results from a belief that children growing up naturally might not come to know all the things we want them to know” (Spodek, 1987:5 in McNaughton & Williams, 2009: xiii) is obviously another answer to the need of literacy-based intervention.

The intentionality issue of literacy teaching might lead one to think of school rather than prior-to-school settings. Most will associate it with formal teaching methods based on rote learning and memorisation or ‘de-contextualized’ approach (Holliday in NQS PLP e-newsletter, 2013). In fact, the intentional teaching which is also termed as “extended teaching” (Wasik, 2009:318) is characterized as the one that occurs indoor (during transitions, arrival and departure, snack time, and circle time), and also in outdoor play – intentional teaching in all occasions that might be excellent teaching times (Wasik, 2009). It

is characterized by learning through hands-on, practical and play-based experience which engage children more meaningfully and more successfully (NQS PLP e-newsletter, 2013).

A Model of Intentional Emergent Literacy Teaching

The 'how' in the title of this article gives clues that the last main section to cover will reveal how to teach emergent literacy. This section is then presented to provide a model of incorporating intentional emergent literacy teaching into a play-based approach. With the model I expect to reveal how I can realize the aim of assisting children to be 'effective communicators' (DEEWR, 2009:19) or achieving one aspect in Indonesia PAUD teaching standard, i.e., "Menggunakan kata tanya dengan tepat (apa, siapa, bagaimana, mengapa, di mana)" [translation: Use question words (What, Who, How, Why, Where) appropriately] (Permendiknas, 2009:7).

Child age : 3-4 years
Theme : Home
Sub-theme : Things in my house

Media:

1. Small real objects: flags (red-white flags, red flags, yellow flags, green flags), balls, plates, spoons, forks, cars.
2. Pictures (colored): traffic lights, balls, plates, spoons, forks, cars.
3. Letter media: S A Y A P U N Y A (which will form two words 'I have') Note: the media are prepared in two envelopes. The red envelope consists of 4 letters S A Y A; the white one 4 letters P U N Y A. Both envelopes are put inside a plastic bag (Blue tac should be prepared to stick the letter toys on the board).
4. Media of (flannel) board (small and light enough for each child to hold) where the incomplete sentence is written: SAYA PUNYA ('I HAVE') (two or three lines can be prepared on the board).

Learning Objectives:

The language aspects to cover are "Use a question word *Siapa* (Who)" and "Form a 4-word sentence". Employing cooperative learning principle, I expect to indirectly cover the cognitive aspects of learning such as "Matching four colours" and "Being involved in emergent reading by completing a sentence." The social emotional aspect indirectly covered is "Building positive relationships with others" which includes "Learning to queue" and "Working in small groups".

Learning Scenario:

<p>Good morning, children. We will now learn while playing or play while learning.</p> <p>You have this one? At home, you have it? [Educator lifts a red-white flag] Ya, this is a flag. I believe every one has it. What's the color? Ya, red and white. Red and white flags in my house.</p>	<p>Children learn colors. [Educator reviews the colors of red and white using the flag media; using the object they are familiar with]</p>
<p>What about this? What is it? [Educator lifts a green flag] The flag. The color ...? Ya. Correct, it's green. This one? [Educator lifts a yellow flag] Ya, yellow. This one. The color? [Educator lifts a red flag] Ya, red. So the colors of the flag are ... green, yellow, and red. Excellent.</p>	<p>Children learn more colors: yellow and green.</p>
<p>All right, children, I believe you know this ... a traffic light. [Educator shows a picture of a traffic light] What's the color? Ya, red, yellow, and green.</p> <p>When it's green, do we walk or stop? No stopping, correct. Yellow? We slow down. When it's red? Ya, we stop. Good. Now, let's form groups of three. Ya. Let's have small groups. Good.</p>	<p>Children learn more colors as the picture of traffic light is shown . Educator can have small groups of 3-4 students. Heterogeneity should be considered in group formation.</p>
<p>Now, these flags are for you [Educator distributes flags of 3 colors: green, yellow and red]. One student gets one flag. Ya. Finished? Each of you, 1 flag. Who has <u>Green</u>? <u>Yellow</u>? <u>Red</u>? [Educator ensures that each gets a flag]. Good.</p> <p>Well, later when you play, take turns. We learn to queue. Who gets the first turn? <u>Green</u> or <u>Red</u>? Ya, Green first. <u>Red</u> means stop, doesn't it? Then? <u>Yellow</u>, the turn for <u>Yellow</u>. At last, <u>Red</u>. Good. We should take turns. We start from <u>Green</u>, then <u>Yellow</u>, then <u>Red</u>. Take turns, OK? <u>Green</u> first, then <u>Yellow</u>, then <u>Red</u>.</p>	<p>Children are introduced to the culture of queueing by using the color media.</p>
<p>Now, what about these pictures? What are they, children? Ya, correct. The picture of a ball. The color? Yellow. Ya, a yellow ball. Who has a yellow ball at home? [The children who have a yellow ball raise their hand, or answer 'Me']. This one. What picture? Ya, a car. The color? Ya, excellent. It's black. (A) black car. [The similar procedure is repeated until all pictures – red plate, green ball, green spoon, green fork – are identified].</p>	<p>Children recognize or learn things at home and colors. The media used: color pictures prepared.</p>
<p>Well, now, here are letter toys. [Each group is given a bag]. Let's take out the red and white envelopes. Done? OK, let's open the red envelope. Red envelope. Yes. Now take out the letters. Put them on the table. Good job. Now, find the letter like this [S]. [Educator takes [S] from her own prepared envelope and shows it to the children without pronouncing it]. Who gets the first turn? <u>Green</u> first. Yes. Come on, <u>Green</u>, find this [S] [Educator shows [S]]. Check first. Ensure. Is it the same? Correct? All right, now put it back in the red envelope. Ya this [S] is put back in the envelope. Now, find the letter like this [A]. Now the turn is for <u>Yellow</u>. Find it [A]. Correct? Ya. Now put it inside the envelope. Now this one [Y]. <u>Red</u> your turn now. Find this [Y]. You get it? Excellent. Now <u>Green</u> again. Find this [A]. All <u>Green</u> get it correct? Wonderful. All letters are now inside the red envelope again. Thank you.</p>	<p>Children learn the emergent reading skills covering print concept (reading from left to right), and alphabet shapes concept, and they pretend to read: first word 'saya', and second 'punya' which will read 'Saya punya' ('I have').</p> <p>Children make use of color to practice the concept of queueing. Children take turns matching the letter shapes</p>

<p>Now the white envelope. Take out all the letter toys. Put them on the table. Good. All are on the table. <u>Green</u>, your turn. Find this [P]. Correct? The same? Ya. Now put it back inside the white envelope. Ya this [P] is put back inside the envelope. Now, find this [U]. <u>Yellow</u>, find this [U]. Correct? Ya. Now keep it away; put it inside the envelope. Now what about this [N]. <u>Red</u>, come on, your turn to find this [N]. Good. Again now keep it away. Now, <u>Green</u> again. Find this [Y]. Good. Now <u>Yellow</u> find this [A]. The same shape as this [A]. Wonderful. Keep them back in the envelope.</p> <p>All right, now, take all the letters from the red envelope. Put the letters on the table and let's set them. Look at what I do. Yes, we have [SAYA] [Educator sets 'SAYA' 'I' on the board]. In your group, form the letters like this [SAYA]. [Educator gives time and assist the groups]. Good. Saya [SAYA] we read this 'SAYA'. Could you say it? 'saya'. Once again, please. Good, we can read now. [SAYA] 'saya'.</p> <p>Now take out the letters in the red envelope. [Similar procedure is repeated for [PUNYA]]</p>	<p>(the one held by the educator and the one on their own table). They recognise letter shapes. The language instruction is made as simple as possible. Educator calls the children by using the color. The one having a green flag is addressed <u>Green</u>; the one having yellow flag <u>Yellow</u>; the one having red flag <u>Red</u>.</p>
<p>Now let's combine them. Look. [SAYA PUNYA ('I HAVE')] Could you read it? [Educator points to SAYA and PUNYA] Shall we read it again? Ya, SAYA PUNYA. Let's read together: SAYA PUNYA. Excellent.</p> <p>So we read this 'SAYA PUNYA titik titik. [I HAVE BLA BLA BLA]. What to put in bla bla bla?</p> <p>Wait a minute. [Educator sticks the board media where an incomplete sentence is written: SAYA PUNYA ...]</p> <p>Now could you look at the board? .</p> <p>Still remember? We read this [SAYA PUNYA] Still remember, right? Yes. Correct. We read it 'SAYA PUNYA' ('I have'). So what do I have? Let's complete it. An example. [SAYA PUNYA {a picture of a yellow ball}] [Educator inserts or sticks a picture of a yellow ball to fill the missing part on the media] See now what is written here? Ya, 'Saya punya bola kuning' ('I have a yellow ball'). Good. We can read now.</p>	<p>Children are involved in emergent Reading activity (pretending to read a sentence starting with 'Saya punya ...' ('I have ...')). The number of examples provided will vary, but three examples might be sufficient.</p>
<p>All right, now, have a look. I have a bag. What is inside? [educator takes one thing out] Oh, it's ... [Educator shows the thing/small object taken] What's this? Ya, a ball. The color? Ya, a yellow ball. What else do we have here? [Educator takes out another object] Oh, a car. The color? [The same procedure is repeated until all objects are identified.]</p>	<p>Children recognize things at home and learn color . [Media: objects in small sizes.]</p>
<p>And then .. now, some pictures. [Educator distributes picture media] Now, <u>Green</u>. The turn for <u>Green</u>. <u>Green</u>, take two pictures. Finished? <u>Yellow</u>, now you also take two pictures. Finished? <u>Red</u> what about you? Here ... you get this bag. A bag with toys inside. Come on <u>Red</u>, all come in front. [All <u>Red's</u> are asked to stand in front of the class.] You stand in front and hold the bag, please. Thank you.</p> <p>Let us now play and learn to answer. <u>Red</u>, you ask. <u>Green</u> or <u>Yellow</u> answer. <u>Green</u> and <u>Yellow</u>, listen, please. [Educator asks <u>Red</u> from Group 1 to act as the junior educator. <u>Red</u> takes one object from the bag dan show it to the group peers.</p>	<p>Children learn to communicate. They ask using 'Who' and answer using 'I have' in their practice of emergent reading skills by making use of the learning media prepared.</p>

<p>As the one taken is a black car, the educator whispers to the junior educator: "You ask: "Who has a black car?""] Who has a black car? [<u>Red</u> then asks "Who has a black car?""] Me [A child who has got a picture of a black car reponses 'Me'] [The same procedure is repeated to give the chance to other <u>Red</u> to model for the practice of making a question starting with 'Siapa' (Who)]</p>	
<p>OK now, <u>Red</u>, go back to your group. Take your toy bag to your group. Good, now you also get this [A board is shown to the students]. You will get this board. It looks like this one. [Educator distributes the board media where SAYA PUNYA ... is written.] Two boards for each group. One for <u>Green</u>, one for <u>Yellow</u>. <u>Green</u> and <u>Yellow</u>, come on, stick your pictures to the missing parts, to the bla bla bla. Like this. [Educator provides an example of how to do it] Finished? An example ... What is this? Still temember? [Educator shows the board media prepared on the black board.] [SAYA PUNYA ('I HAVE') {picture of a yellow ball}] [SAYA PUNYA ('I HAVE') {picture of a red plate}] [Educator guides and models in reading the sentence; the children repeat.] Well, later you do it in your group. <u>Red</u>, you are the educator. Take one toy out from the bag. Show it to your friends. Then you ask 'Siapa punya? ('Who has ...?').' <u>Green</u> or <u>Yellow</u> answer. <u>Red</u> asks <u>Green</u> or <u>Yellow</u> to read. Do you get it? Now you can go back to your group, sweet heart.</p>	<p>Children are engaged in literacy learning. Cognitive learning aspect development covered is indicator no. 4.16 "Ikut kegiatan membaca dengan mengisi kata-kata atau kalimat yang kosong" ("Joining the reading activity by filling in the blanks")</p> <p>[Each group gets one set of pictures, one bag containing toys, and board media where 'I have ... ' is written]</p>
<p>All right, <u>Red</u>, come on, take one toy out from the bag. [<u>Red</u> takes the role of junior educator. <u>Red</u> does as expected] Show it to your friends. [As a black car is taken out, Educator then whispers to the junior: "Who has a black car?"] Who has a black car? [<u>Red</u> repeats the model] Me. I have a black car [<u>Green</u> or <u>Yellow</u> who has a picture of a black car on the board media raises the arm and answers.] <u>Red</u>, check ... Is it correct? OK, you read it [Educator asks <u>Green</u> or <u>Yellow</u> to read] SAYA PUNYA MOBIL HITAM (I have a black car) <u>Green</u> or <u>Yellow</u> pretends to read.] Once again. <u>Red</u>, take another toy out from the bag. [The same procedure is repeated until all members get their turn to be the junior educator – giving equal chance for each to communicate while practising various skills related to literacy, cognitive and social-emotional domains]</p>	<p>Educator facilitates the small groups formed. Children practise for the literacy-related aim "Menjawab pertanyaan Siapa" (Answering 'Who' question), "Merangkai kalimat dengan 4 kata" ("Making sentences with 4 words"), cognitive-related aim "Ikut kegiatan membaca dengan mengisi kata-kata atau kalimat yang kosong" ("Joining the reading activity by filling in the blanks"), and social emosional related aim "Mulai bisa menunggu giliran" ("Learning to queue") and "Bekerja dalam kelompok kecil selama 5-12 menit" ("Learning in small groups in about 5-12 minutes")</p>
<p>Good, all of us have just learnt to read. All right, once again. Let us read together: [SAYA PUNYA ('I HAVE') {picture of a yellow ball}]</p>	<p>Educator makes use of the media again to close the</p>

<p>[SAYA PUNYA ('I HAVE') {picture of a black car}]</p> <p>[SAYA PUNYA ('I HAVE') {picture of a green spoon}]</p> <p>All right, now, who has a yellow ball at home? Who has a black car? Who has a green spoon?</p> <p>[Educator asks the students to pretend to read as the responses to the questions]</p> <p>Wonderful.</p>	<p><i>intentional literacy teaching session.</i></p>
<p>Children, it is tidying time. Please help me. <u>Green</u>, submit the red and white envelopes. All letters are put back inside the envelopes. <u>Yellow</u>, please help with the board and the pictures. <u>Red</u>, please help with the toys. Now, <u>Green</u> come forward with the envelopes. Thank you. Now <u>Yellow</u>, please. The board and the pictures. Thank you. <u>Red</u>, the toy bag, please. Thank you.</p>	<p><i>Educator models a small lesson on helping others.</i></p>
<p>Well, we have finished. Now, time to go home. See you tomorrow.</p>	<p><i>End of the session.</i></p>

Conclusion

This paper has presented some theories of early years learning covering literacy, emergent literacy, and its components. Further theoretical perspectives underlying literacy learning and intentional teaching are also provided before the paper ends it with a model of how to teach literacy to young learners by incorporating the ideas of cooperative learning. The model is merely illustrative. Successful educators need to keep abreast of the new or updated research findings and persistently reflect on their own practices in the light of the findings.

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