14-Intentional_emergen

by Siti Mina Tamah

Intentional Emergent Literacy Teaching: Why and How

Siti Mina Tamah

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, McCollumc, & Ostroskyc, 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 literary 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 McNaugton & 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:

Good morning, chidlren. We will now learn while playing or play while learning. 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.	*Children learn colors. [Educator reviews the colors of red and white using the flag media; using the object they are familiar with]*
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.	*Children learn more colors: yellow and green.*
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. 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.	*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.*
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 *Green*? *Yellow*? *Red*? *[Educator ensures that each gets a flag]*. Good. Well, later when you play, take turns. We learn to queue. Who gets the first turn? *Green* or *Red*? Ya, Green first. *Red* means stop, doesn't it? Then? *Yellow*, the turn for *Yellow*. At last, *Red*. Good. We should take turns. We start from *Green*, then *Yellow*, then *Red*. Take turns, OK? *Green* first, then *Yellow*, then *Red*.	*Children are introduced to the culture of queueing by using the color media.*
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 chidren 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]*.	*Children recognize or learn things at home and colors. The media used: color pictures prepared.*
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? *Green* first. Yes. Come on, *Green,* 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 *Yellow.* Find it [A]. Correct? Ya. Now put it inside the envelope. Now this one [Y]. *Red* your turn now. Find this [Y]. You get it? Excellent. Now *Green* again. Find this [A]. All *Green* get it correct? Wonderful. All letters are now inside the red envelope again. Thank you.	*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 ').* *Children make use of color to practice the concept of queueing. Children take turns matching the letter shapes*

Now the white envelope. Take out all the letter toys. Put them on the table. Good. All are on the table. _Green_, 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]. _Yellow,_ find this [U]. Correct? Ya. Now keep it away; put it inside the envelope. Now what about this [N]. _Red_, come on, your turn to find this [N]. Good. Again now keep it away. Now, _Green_ again. Find this [Y]. Good. Now _Yellow_ find this [A].The same shape as this [A]. Wonderful. Keep them back in the envelope. 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'. Now take out the letters in the red envelope. _[Similar procedure is repeated for [PUNYA]]_	_(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 _Green_; the one having yellow flag _Yellow_; the one having red flag _Red_._
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. So we read this 'SAYA PUNYA titik titik. [I HAVE BLA BLA BLA]. What to put in bla bla bla? Wait a minute. _[Educator sticks the board media where an incomplete sentence is written: SAYA PUNYA ...]_ Now could you look at the board? . 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.	_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._
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 indentified.]_	_Children recognize things at home and learn color . [Media: objects in small sizes.]_
And then .. now, some pictures. _[Educator distributes picture media]_ Now, _Green_. The turn for _Green_. _Green_, take two pictures. Finished? _Yellow,_ now you also take two pictures. Finished? _Red_ what about you? Here ... you get this bag. A bag with toys inside. Come on _Red_, all come in front. _[All Red's are asked to stand in front of the class.]_ You stand in front and hold the bag, please. Thank you. Let us now play and learn to answer. _Red_, you ask. _Green_ or _Yellow_ answer. _Green_ and _Yellow_, listen, please. _[Educator asks Red from Group 1 to act as the junior educator. Red takes one object from the bag dan show it to the group peers._	_Children learn to communicate. They ask using 'Who' and answer using 'I have' in their prcatice of emergent reading skills by making use of the learning media prepared._

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? *[Red then asks "Who has a black car?"]* Me *[A child who has got a picture of a black car responses 'Me']* *[The same procedure is repeated to give the chance to other Red to model for the practice of making a question starting with 'Siapa' (Who)]*	
OK now, *Red*, 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 *Green*, one for *Yellow*. *Green* and *Yellow*, 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. *Red*, you are the educator. Take one toy out from the bag. Show it to your friends. Then you ask 'Siapa punya ....? ('Who has ...?').' *Green* or *Yellow* answer. *Red* asks *Green* or *Yellow* to read. Do you get it? Now you can go back to your group, sweet heart.	*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")* *[Each group gets one set of pictures, one bag containing toys, and board media where 'I have ... ' is written]*
All right, *Red*, come on, take one toy out from the bag. *[Red takes the role of junior educator. Red 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? *[Red repeats the model]* Me. I have a black car *[Green or Yellow who has a picture of a black car on the board media raises the arm and answers.]* *Red*, check ... Is it correct? OK, you read it *[Educator asks Green or Yellow to read]* SAYA PUNYA MOBIL HITAM (I have a black car) *Green* or *Yellow* pretends to read.] Once again. *Red*, 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]*	*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")*
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}]	*Educator makes use of the media again to close the*

[SAYA PUNYA ('I HAVE') {picture of a black car}] [SAYA PUNYA ('I HAVE') {picture of a green spoon}] All right, now, who has a yellow ball at home? Who has a black car? Who has a green spoon? *[Educator asks the students to pretend to read as the reponses to the questions]* Wonderful.	*intentional literacy teaching session.*
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.	*Educator models a small lesson on helping others.*
Well, we have finished. Now, time to go home. See you tomorrow.	*End of the session.*

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.

References

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2012). Programming and planning in early childhood settings (5th ed.). South Melbourne, Vic.: Cengage Learning Australia.

Australian Children's Education & Care Quality Authority (ACECQA). (2013). *Guide to the national quality standard*. Retrieved from www.acecqa.com.au.

Boyd, W. (2012). Language development for pre-schoolers. In J. Johnston (Ed.) *Contemporary issues in Australian literacy teaching* (pp. 73-79). Brisbane: Primrose Hall Publishing Group.

Boyd, W. (2013). Language development for pre-schoolers. In J. Johnston (Ed.) *Contemporary issues in Australian literacy teaching*. (2nd edition) (pp. 75-89). Tarragindi, Qld.: Primrose Hall Publishing Group.

Catts, H. W., Fey, M. E., Tomblin, J. B., & Zhang, X. (2002). Longitudinal investigation of reading outcomes in children with language impairment. *Journal of Speech, Language, and Hearing Research, 45*, 1142–1157.

Cohen, V. L., & Cowan, J. E. (2011). *Literacy for children in an information age: Teaching reading, writing, and thinking (2nd ed.)*. Belmont, CA; Australia: Wadsworth Cengage

Learning.

Department of Education, Employment and Workplace Relations (DEEWR) (2009). *Belonging, being and becoming: The early years learning framework for Australia*. Barton, ACT: Commonwealth of Australia.

Fellowes, J. & Oakley, G. (2010). *Language, literacy and early childhood education*. South Melbourne, Vic.: Oxford University Press.

Framework for School Age Care. (n.d.). *My Time Our Place*. Retrieved from http://www.netoosh.org.au/noshsa/articles/draft_framework_2010.pdf

Hsieha, W-Y., Hemmeter, M. L., McCollumc, J. A., & Ostroskyc, M. M. (2009). Using coaching to increase preschool teachers' use of emergent literacy teaching strategies. *Early Childhood Research Quarterly, 24*, 229–247

Justice, L. M., & Kaderavek, J. N. (2004). Embedded-explicit emergent literacy intervention. I: Background and description of approach. *Language, Speech, and Hearing Services in Schools, 35*, 211–301 retrieved from http://curry.virginia.edu/reading-projects/ projects/pll/images/pdf/embedded1.pdf

Justice, L. M., & Pullen, P. C. (2003). Promising interventions for promoting emergent literacy skills: Three evidence-based approaches. *Topics in Early Childhood Special Education, 23*(3), 99–113.

Lonigan, C. J. (2006). Development, Assessment, and Promotion of Preliteracy Skills. *Early Education and Development, 17*(1), 91-114.

Morrow, L. M. & Tracey, D. H. (2007). Best practices in early literacy development in preschool, kindergarten, and first grade. In L.B. Gambrel, L. M. Morrow & M. Pressley. *Best practices in literacy instruction* (3th ed.) (pp. 57-82). New York: Guilford Press.

Morrow, L.M., Tracey, D. H. & del Nero, J. R. (2011). Best practices in early literacy. In L. M. Morrow & L. B. Gambrell. *Best practices in literacy instruction (4th ed.)* (pp. 67-95). New York: Guilford Publications.

National Quality Standard: Professional Learning Program e-newsletter no. 66. 2013. *Play-based approaches to literacy and numeracy*. Retrieved from http://www.earlychildhoodaustralia.org.au/ nqsplp/wp-content/uploads/ 2013/11/NQS_PLP_E-Newsletter_No66.pdf

Peraturan Menteri Pendidikan Nasional Nomor 58 [Education Minister Regulation number 58]. (2009). *Standar pendidikan nasional [National Education Standard]*.

Peraturan Pemerintah Nomor 17 [Indonesia State Regulation number 17]. (2010). *Pengelolaan dan Penyelenggaraan Pendidikan [Education Management and Administration]*. Jakarta: Secretariat of Indonesia Government.

Prior, M., Bavin, E. & Ong, B. (2011). Predictors of school readiness in five- to six-year-old children from an Australian longitudinal community sample. *Educational Psychology, 31*(1), 3-16.

Queensland Studies Authority. (2013). *Queensland kindergarten learning guideline: Professional development*. Retrieved from

http://www.qsa.qld.edu.au/downloads/p_10/qklg_pd_eal_teach_strat.pdf

Wagner, R. K. & Torgesen, J. K. (1987). The nature of phonological processing and its causal role in the acquisition of reading skills. *Psychological Bulletin*, *101*(2), 192 -212.

Wasik, B. H. & Newman, B. A. (2009). Teaching and learning to read. In O. A. Barbarin, & B. H. Wasik, *Handbook of child development and early education: Research to practice* (pp. 303-327). Guilford Publications.

14-Intentional_emergen