INTRODUCING TEACHING LITERACY COURSE: LEARNING FROM B.ED (HONS) STUDENT TEACHERS REFLECTIONS

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ABSTRACT: *The study emphasis on to get reflection of students teachers on a such course which one is introduced first time in teacher training institutes where it makes able to student teachers to teach literacy, develop different skills through theories and practices of teaching to understated the need of subject, It gives many opportunities and makes powerful to leaner with the knowledge. The sample consisted of three institutions where the size of sample is 30 samples, in which 10 sample from each institutes. The results signify that student's teachers felt in difficulty because of no resources, lengthy courses so it taught by theoretical then practices, faced problems in practicing schools and medium of language. On the base of findings recommendations and conclusion were made that need to concise the course contents and give facilities, resources to teach subjects and use the other language where students feel difficulties, and aware to practicing school teachers for worth of subject. This study also recommended that its defined on specific of area of Sindh have hope other will do a research broader level of Pakistan.*

KEYWORDS: Literacy, Learning Practices, Reflections, Student Teachers, Teaching.

INTRODUCTION

Literacy is a very dynamic concept commonly used in the last century, in which the concept was understood as just reading, writing and basic numbers, the concept now is understood from a broader perspective. It was more complex and used in different skills and understandings.

Patricia a (1997). State that it is important to consider definitions of literacy across the lifetime of the individual from 'womb to tomb.' It was essential to understand the printed words for reading and needs to be learned and practiced, as Rayner, etal (2001) stated that for good readers had skilled to know the terms of literacy. Though from a very early age, the procedure of learning and reading would be complex to put together on cognitive, linguistic, and social skills development.

This course also reviewed by National Commission Review Committee (NCRC) in January 2015, emphasized on reading development in different units, with the addition of new 4th unit Dealing with difficulties and some new topics as; unit 1: Understanding Literacy ,International , National and local perspective of Literacy and Literacy in National Education Policies of Pakistan.

Also, it was an urgency to reform early literacy education in Pakistan that was well strengthened by research by the National Reading Panel and Alliance for Excellence in Education, among others, which makes clear that learning to read in the early years of school, is essential for future academic success. The provision of reading instruction professional development and materials to newly minted teacher education faculty offers the hope of significant reform in early education in Pakistan. Our goal was to design a pre-service course

to help prospective teachers/students' teachers understand the theory and practice of teaching early reading and writing. Our course needed to help pre-service teachers develop a knowledge base of both the research-based components of reading and the pedagogical skills required to deliver explicit, systematic reading instruction in their future classrooms. There was no education faculty with the knowledge base in early language and literacy to teach this course, so faculty from other disciplines had to be assigned the duty (Edcorg, 2017). From this study, Shulman drafted seven knowledge bases which inspire teacher understanding: in knowledge about a subject matter, has knowledge of principles and strategies to manage the classroom, had skilled of transfer contents information, had ways to deliver sources and expectations of particular learner, had an educational knowledge within surrounding context culture, classrooms, schools, communities and skills to supporting educational the challenges. Student teachers should have skills to improve the understanding for the subject matter (Shulman, 1987).

According to Fisher (2001) after that all review a teacher should adopt the effective teacher seven specific instructional strategies read-aloud (or shared reading), KWL charts, instruction vocabulary, writing, prepared notes taking, and reciprocal teaching. Teachers have to attain monthly meetings to reflect their classes to use model the strategies with their peers where to discuss the challenges and successes of implementing the approach and use videotapes etc. for making futuristic improve.

Lees and Anderson (2015) reviewed on assessment of literacy through formative assessment. They had apparent that focus should be clearly on learning assessment from the perspective of students' benefits, and challenges in the classroom. In the same way, we encouraged and expect from students reflect on their work by feedback. Academics should put into practice what advocated. So, Institutions and Educators should need to realize the value of self-reflection on teaching practices for future benefits.

UNESCO, described literacy as the ability to recognize, understand, analyze, create, communicate and calculate, using written materials associated with different perspective. It involved in a continuous learning development (skills) where an individual had to accomplish their ambitions to participate in their society."

Roser and Ortiz-Ospina (2016) said that literacy was a skill and a key to weigh up on a population's education. If we saw historically the literacy levels of the world population have risen brutally in the last couple of centuries, where people could read and wrote only12% in 1820.Presently, the world population changes only 17% people are illiterate.

After the 18th Amendment of the Constitution, the functions of the Ministry of Education get together with fifteen other ministries had been transferred towards provinces. The delegation provided both an opportunity and challenge for UNESCO to slowly gradually solve the issues of capacity and experience, especially in matters of policy formulation, planning, and management of programs, particularly at the tertiary level. In Pakistan, the literacy rate is 56 %(males 67% and females 38%) 2010.

Research Objective

The basic purpose of this study is as a researcher could know that how much student teacher has learned or understood to a complete course. Because this course is first time introduced in Pakistan especially in teacher training institutes, where student-teacher develops their skills in

four components of language (listening, speaking, reading and writing) use the various effective strategies toward the success. And to support all children in the process of becoming a good reader and writers skills, also implement in practicum schools. This study assesses on the process involve comprehension, fluency, and word recognition and also their different strategies, where to identify the phases of second language acquisition and various phases in reading and writing. And also Identify supports for learning to read and write, including family and community.

This study also gives reflection/assessment of prospective teachers with an understanding of reading and writing components. Further, they will learn how these components fit in different multi-language contexts. Where checked major focused on student teachers what they have developed understanding by use of various strategies and techniques on phonological awareness and alphabetic principle. To look at the development and instruction of students who have acquired basic emergent literacy skills, in addition, whole research is designed on course contents were checked with an interview the development in such as word recognition, fluency, vocabulary, and comprehension and so on.

During research Researcher also found some Misconceptions about Teaching Literacy Course

1. Teaching literacy subject only English teacher can teach.

2. Print Rich Environment activities are children activities not for student Teacher.

3. Developing Writing suitcase activity is foolish, Teachers of literacy wasting their time and students. If student-teacher used in Practicum that will be awkward.

4. Literacy is the study of only reading and writing.

5. Teaching Literacy activity only integrated into Language subjects.

REVIEW OF LITERATURE

Literacy is traditionally understood as "the quality or state of being literate", the word first time used in 1880 (Merriam Webster).

Heath, S. B. (1983), stated, literacy involved much more in reading books and writing papers, the activities most emphasized in schools. Also, helped to children and young adults to used literacy in solving problems. They read signs or advertisements; for social activities, writing letters, stickers, posters; for gaining news and information, reading newspapers and magazines; for remembering things messages to self and others; and so forth.

According to UNESCO report 2006, literacy term's meaning has been extended to include the capability to use language, figures, imagery, computers, and other basic means to understand, converse, increase useful knowledge and use the dominant symbol of a culture.

Guthrie, J. T., and Greaney, V. (1991) Compared acts of adults with children, developed that adults spend time reading for spare time, for their work, and for participation in their society. When they looked at school-based literacy activities, found that more time was devoted to the indoctrinating of reading skills, as opposed to actually reading.

According to Culp (2012), there were different ways for a learner to learn Literacy, he emphasized on technology where learner gets knowledge, expanded their vocabularies, and deepens their comprehension. To develop the instructional tools and build educators' capacities to use these tools for promoting reading and writing successful and full fill the needs of learners.

Dudley Evans Etal. (1998)Pointed out the teaching of reading, grammar is often ignored because of many misconceptions almost in a role of grammar. During reading, the learner's grammatical weaknesses interfere with comprehension of meaning. It had been shown that poor reading in a foreign language is due to in part to poor reading in the first language together with an insufficient knowledge of the foreign language. Learners need to reach a beginning level of language knowledge before they are able to transfer in first language skills to their second/foreign language reading tasks.

EDC's (2017), promoted to Oceans of Data Institute (ODI) dedicated to transformed education to help people succeed in school, work, and life in a data-intensive world data.

Readingrocketsorg (2017), stated that reading component that was a fantastic way to open minds, hearts, give new ideas to people. Read a book in a format that you didn't normally read in fun books (a chapter, a graphic novel, verses, or an audio etc.), just find something new and different to read and let the books open up the world around you.

Rao (2007), analyzed that students suffered because of lack of new ideas and could not think of anything interesting or significant to read and write. In fact, students felt difficulties in accomplishing the classroom task. The mostly students objection that because of literacy has own terminologies and language, could not write and explain in the first language.

Neilson, D. (2014) said that today, so many children classed as a 'digital native' just as free online as offline. The internet facilitated continuous educational possibilities, with regularly developing information. The internet could be creating the problem for those students who could not interpret the presented material. Strong literacy skills as a key tool used when children discriminated and interpreted information and utilize the internet for the future and making sure that the predictable and reflective of their true self.

Readingrocketsorg, (2017), studies have shown teaching literacy also inclusive by the researcher with the use of different Apps which have motivated and fun for kids! Also, added special sections for children with dyslexia that includes apps for text-to-speech, audiobooks, and organization and goal-setting.

Block, Oakar, & Hurt (2002), Literacy instructions focused on this brief studies which confirmed that to improve teaching literacy, here to examine teaching expertise rather than expect a magic medicine in the form of materials, or blame the students, the parents, or social class.

Ladson-Billings,(1994). The challenges of today's have pointed by Ladson-Billings that teachers required to include those elements of curricula that forced to create the best learning for students as keep their identity toward the culture.

Shulman (1986), pointed that teaching always unnoticed a key in a mark of classroom life, the subject matter such a concern for teachers' subject knowledge has highlighted in research.

Alexander, Rose &Woodhead (1992) stated that also includes 'an understanding of how children learn'. This concept of subject knowledge is a keyword and more emphasized in for example, in the "Three Wise Men" report where it's stated that "subject knowledge is a critical practice at every step in the teaching method included in planning, assessment, tasks preparing, questioning, explaining and giving feedbacks." From this concept, it is clear that teachers' subject knowledge represent their information for the content of what they will teach and will make easy way as all students learn well.

Nicol and Macfarlane-Dick (2006) have highlighted seven principles to help encourage students to Learn through formative assessment strategies and engaged self in monitoring. Where created a list of good feedback practices, that helps make clear good performance and facilitates self-reflection through high-quality information about students' learning that positively impacts upon motivation and effectiveness.

Research Questions

1. What students have completed the assignments autobiography, oral tradition, Model of Print Rich Environment in the classroom, Prepared a reading Lesson Plan in teaching Literacy subject?

2.   What students only have done theories or also implement practices in Practicum in teaching Literacy subject?

3.   To get awareness and uses of terminologies of Teaching Literacy subject.

4. What has this course content developed the student teacher skills (Reading Writing, Listening and Speaking and Critical thinking) on elementary levels in teaching Literacy subject?

Data collection

In order to compile the data Researcher adopted various techniques and methods to complete the research. Where, Researcher collected secondary information from different websites, Teaching Literacy resources material of ADE 3rd semester and a newspaper (Kawish). And Primary information collected by Survey designed questioners: open end and researcher used a qualitative tool of observations, reflections. In this, the Researcher worked on the group from selected areas where used the techniques qualitatively method for the date through focus group interviews and observations, and present in table form where researcher analyzed cumulatively and draw percentages Selected universe by the researcher for the study is Urban Area of Hyderabad , Sindh. The Whole study depends on the area of Hyderabad Teacher Training centers (Selected area. For study are GECE (W/M), Hyderabad, GECE (M) Hyderabad and Faculty of education UOS, Old campus), the Size Of Sample had 30 samples. Where 10 sample from each institute. In this study focused students are ADE 3rd semester according to the need for the topic. In this data selected samples are focused on some students' than the whole class. This research is basically exploratory but at the time it becomes narrative in Nature.

Result Findings and Discussion:

For the analyzing the worth of subject Researcher designed deeply the questionnaire on the need of course. Where did it describe in specific codes for showing the worth of subject T: It means a Theory has done in, P: It means a practically have applied in Practicum

or outside the home assignments or classes. A: It means activities you have done or developed in classroom.

S.No	Question	Strongly Agree	Agree	Strongly Disagree	Disagree
1.	A: Round the clock learning buddies	19 3%	7 23%	3 10%	1 3%
2.	T: clear the concept of skilled reading and writing	27 90%	3 10%	-	-
3.	A: made the autobiography	21 70%	9 30%	-	-
4.	A: why is teaching of reading and writing so important	21 70%	9 30%	-	-
5.	T&A: "Decoding v/s skilled reading" read aloud in pair	14 46%	13 43%	3 10%	-
6.	T: characteristics of good writing	20 66%	9 30%	1 3%	-
7.	A: "work" used the Rubric	15 50%	9 30%	3 10%	3 10%
8.	A: Elements of skilled reading from the book "put the reading first K-G3"	17 56%	4 13%	6 20%	3 10%
9.	A: used the handouts of components of reading and making poster	22 73%	6 20%	1 3%	1 3%
10.	T: oral language and its kinds	19 63%	10 33%	1 3%	-
11.	A: group discussion on using the oral tradition	12 40%	12 40%	3 10%	3 10%
12.	P: used the oral tradition	10 33%	11 36%	8 26%	1 3%
13.	T: oral language sub systems and its components	20 66%	7 23%	1 3%	2 6%
14.	A&P: oral language sub systems and its components	23 76%	4 13%	1 3%	2 6%
15.	A: Case studies on Hina & Ferhan	19 63%	-	4 13%	7 23%
16.	T: learning read and write in multi lingual society	19 63%	10 33%	1 3%	-
17.	A: on second language Acquisitions sand natural approaches+ stages of 2nd language acquisitions	15 50%	9 30%	5 16%	1 3%
18.	A: animals animals activity	14 46%	1 3%	8 26%	7 23%
19.	P: animals animals activity for practicum	12 40%	1 3%	8 26%	9 30%
20.	T: overview on stages of reading and spellings	21 70%	6 20%	3 10%	-

21.	A: Used the following videos(Tick √) P A a) Thalia "learns the detailed" (k-G) ☐ ☐ b) Cassandra "becomes a fluent Reader" (G-1) ☐ ☐ c) William "find his base" (G-2) ☐ ☐ d) 100 days of reading ☐ ☐	10 33%	-	13 43%	7 23%
22.	A: Used model of early reading development	15 50%	9 30%	4 13%	2 6%
23.	P: Used model of early reading development	13 43%	11 36%	4 13%	-
24.	A:Used the writing development and invented spelling	25 83%	-	1 3%	4 13%
25.	P: Used the writing development and invented spelling	17 56%	9 30%	1 3%	1 3%
26.	A&P: on 2 to 6 year child to ensure that write anything without any force and show the connection of children written handout with developmental writing for improving their skills in writing.	18 60%	8 26%	1 3%	3 10%
27.	A: used the book "starting out right"	12 40%	5 16%	4 13%	9 30%
28.	T&A: To developed the writing suitcase word	15 50%	11 36%	2 6%	2 6%
29.	P: Have you made writing suitcases	20 66%	2 6%	4 13%	4 13%
30.	T: phonological Awareness, "Hearing" before "Reading"	23 76%	5 16%	2 6%	-
31.	A: phonemic activities for Pre-school or elementary	20 66%	9 30%	1 3%	-
32.	A&P: used the Alphabetic Principles	18 60%	10 33%	2 6%	-
33.	T&A: Blending segmenatary	14 46%	6 20%	5 16%	5 16%
34.	T: word recognition	18 60%	11 36%	-	1 3%
35.	A: Instruction strategies for word recognition	18 60%	8 26%	4 13%	-
36.	A: Phonemic decoding and sight recognition.	18 60%	8 26%	3 10%	1 3%
37.	A&P: sound spelling relationship in English, Urdu / Sindhi.	22 73%	5 16%	1 3%	2 6%
38.	T: Book reading, share reading and Guided reading	23 76%	6 20%	1 3%	-
39.	A: Demonstration of Instructor/Teacher Book cover Or Demonstration of Instructor/Teacher first reading of book.	12 40%	9 30%	3 10%	6 20%

40.	P: Demonstration of Instructor/Teacher Book cover Or Demonstration of Instructor/Teacher first reading of book	10 33%	9 30%	3 10%	8 26%
41.	A: Reading story book/poetry (Before, After and during reading)	17 56%	6 20%	2 6%	5 16%
42.	P: Reading story book/poetry (Before, After and during reading)	4 13%	19 63%	3 10%	3 10%
43.	A: Display print rich environment for elementary classroom	22 73%	3 10%	1 3%	4 13%
44.	P: Display print rich environment for elementary classroom	17 56%	4 13%	3 10%	6 20%
45.	T: different instructional strategies for fluency, vocabulary, comprehension, matching text in students guided reading.	20 66%	10 33%	-	-
46.	A: different instructional strategies for fluency, vocabulary, comprehension, matching text in students guided reading	21 70%	9 30%	-	-

DISCUSSIONS

These findings collected by the researcher on the base of above result in table form where researcher qualitatively analyzed the data by focused group interview from the student teachers shared their experiences difficulties which they faced during the coursework: explained well:

- This data shows that 70% course (16 weeks) have been completed in institutes and 30 % students have complete only (5-10 weeks) in their institutes.

- Students feel difficulty and hindrances in teaching literacy that are some part of the session were on the clock the buddies where students face difficulty in absence of the peer, also feel difficulties when teachers give many assignments as Print rich environment, poster, autobiography writing suitcase, daily sessions activities work or for home task makes them hectic. It was also difficult to manage time on only Teaching Literacy subject because they also have other subjects.

- Some sessions were too lengthy from one credit hour that's why teacher took extra time to complete their sessions.

- In Teaching Literacy there is a repetition and one session was integrated with other, our teacher taught us fluency, vocabulary, and comprehension and also integrated the strategies of each component than fluency, vocabulary, and comprehension strategies also briefly explained in unit 3.

- Activity on second language Acquisitions and natural approaches stages of 2nd language acquisitions not more used in the class, Also animals animals activity not used in the practices or practicum.

- Study also shows that 66% student has not used the videos: Thalia "learns the detailed" (k-G) , Cassandra "becomes a fluent Reader" (G-1), William "find his base" (G-2), 100 days of reading, because resources were not present in institutes and if the teachers assigned a task

for home then student teachers have a problem of computer, internet or some or poor. Note: Mostly teachers also can not show all videos because of downloading problems or videos take too much time during one credit/hour.

• 43% students have not used the book "starting out right in the class.

• Writing Suitcase activity and Print rich environment activity only theoretical did in the classroom.

• Some teacher used laptops in the class to show the videos. Because lack of resources

• Practicing/Practicum school teacher not allowing for students for used activities in their sessions or to carry the writing suitcase in schools, the reason is School teachers want to complete their course from student teachers.

• Teaching Literacy Course is too Lengthy So, instructor accomplish major parts not the whole course.

• Teaching literacy is wholly designed in the second language we feel Difficulty in because our Medium of Instruction is Sindhi/Urdu and also the reason is that we can't speak fluently in English,

• It was difficult to manage time for students on one subject because we also have to see other subjects.

• Some sessions were too lengthy from one credit hour that's why Subject teacher took extra time to complete their sessions.

• Practicing school teachers has no knowledge of subjects that's why not cooperating.

• In Teaching Literacy there were repetitions in topics as; instructional strategies of reading, writing components, Phonological awareness and phonics, fluency, vocabulary and comprehension and also integrated into Unit 1-3.

• Mostly Instructors avoided for activities in a classroom, to prepare student teachers skills on main topics of course which is very important for students have knowledge and develop their skills as; round the clock activity was only initially introduced in class (1st class), and other Activities are second language Acquisitions and natural approaches, stages of 2nd language acquisitions, "animals animals" activity not used in the classroom.

• It's the find out that most students have done theoretical work then practices because of lack of resources.

Futuristic Research

A present study is the limitation is that three Teacher Training Institutes of Hyderabad District Sindh, the concept of research was to check the students leaning toward the new subject which one is introduced in teacher's training institution to in co-operating in ADE/B.EDS Hons. The major contribution of my study was in to observe the content areas of subjects which are highly designed on the active learning process. Each session has enriched the skills of learners.

It is my hope that future studies will be done looking at different Province of Pakistan and will be lead on comparison with the present study area. This study is more reflect on students

teacher studies where they emphasized themselves has 4 skills but futuristic will cover the weak (finding) areas of studies and modify the subjects.

CONCLUSION

This whole study concluded by researcher herself where she has noticed that this course has developed eagerness in student teachers for teaching and practicing by instructors. If, instructors used different strategies, to developed competencies and enhanced knowledge of different terminologies of subject teaching literacy. But some hindrances affected on their learning as data analyzed that 1 cr/hour session took more time to complete the topic; mostly Instructors did work theoretically in their classroom. The teacher should have given more priority to enhance the skills then theories. Teachers obligatory to forced practicum school teachers and Institutions that allows the student to integrate activities into their lesson plans and provided the resources. Also, Teacher and Curriculum developers should have required solving the fallacies in teaching literacy subject and concise/short the sessions and try to give more knowledge. Also, resources provided in soft (videos) as to integrate into teaching literacy subject to make better and also introduced new things according to the level of students. These subject facilities student teachers toward the practices in the field. Its backbone of the Associate degree of Education (ADE), where all those who are involved in the circle (subject teacher, Cooperating Teachers, Head of Institution, etc.) support to the student to promote and understand the subject demand by providing them the facilities, resources.

Suggestions/Recommendations

• There are certain things which need to be improved, if the findings are solved then the student will get a benefit and develop more interest in teaching literacy course, Instructor and curriculum developer need to make easy for students.

• The subject teacher needs to complete their course, if they can't complete the course then need to take Support teacher/Helper.

• The teacher makes such criteria where assignments should be in easy as students not feel the fad up. There should be a focus on practical work and develop the skills of students.

• There must use the resources which one is the demand for the subject if they have not then asked to facilitators to provide them. There should be needed to make sessions of 1 cr/hour. If it takes more time then make a strategy for next class.

• Make sure ahead of Institute to take an action on students absentees.

• If it's possible to share videos or assigned them the home assignment and make groups as in the task as all student can use allowed them for smart phones.

• If the teacher feels, repetitions then make strategy and planning for next topic not to stick on same (modification).

• Teachers have need training on new Pedagogies.

• The instructor should give knowledge on different terminologies used in teaching literacy as students who have the problem in 2nd language.

- The instructor relies on students that this course id especially for primary level (1-3) and needs to prepare students activities for small student according to their level during practicum schools.

- Cooperating school teachers need to appreciate. If prospective teachers integrate activates in lesson plans during the practicum.

- Also, facilitate the cooperating school teachers for the worth of the subject

- Curriculum developers give new things according to the contextual premises.

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