

# A Review Based Study on Role of Community, Teacher and Parents Toward Emergent Literacy In Early Years

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## ABSTRACT

The more than thirty online studies were reviewed to identify the assessing emergent literacy among young children of preschoolers. It was found that for last few years, that there is a significant positive result to assessing emergent literacy among young children of preschoolers. The review of various study revealed that the positive correlation between various factor ( such as home environment, socio-economic status, parent education level, parental involvement, preschool and kindergarten environment, teacher involvement and role of community).The study of literacy learning from the child's point of view has given us new insights into how young children learn to read and write. And the early experiences included: (a) learning to listen and respond to oral communication, (b) Interacting with written (e.g. holding books, scribbling with crayon, turning pages, talking with others and pretending to read. In short, emergent literacy cornerstone of future literacy functioning. The review based finding showed that children literacy backgrounds present in the classroom. The new comer preschoolers learn how to attend language and apply the knowledge to literacy situation by interacting and molded their language while tried to interacting other. This emergent literacy perspective which tends to consist of qualitative studies has examined the development of behavior of preschool age children. So the suggested to society, parents and teacher upgrade their knowledge regarding emergent literacy and tried to develop emergent literacy in early years.

**Keywords :** Emergent literacy, early childhood, kindergarten, preschoolers, parents, teachers and society

## I. INTRODUCTION

Literacy is a term that mean able to read and write. The term emergent mean people emerge in new environmental, culture, situation, area, skill and ability. On the bases of views emergent literacy is a term that society used to explain child knowledge of reading and writing. Literacy skills are critical for every person in U.S legalization such as the goals 2000: Educate America Act and no child left behind Act of 2001(NCLB) stress the importance of reading and writing at every entry level from early childhood through adulthood. The term literacy society includes various abilities such as the use of languages, numbers and images, some other means to understand and use of dominant symbols, system of a culture. This also includes the ability to read, view, write, design, speak and listen in our society. A literate society is considered of paramount importance of literacy in each and every person. Society given this expectation for children entering kindergarten, preschool, playgroup, the push for

effective early literacy instruction must become a curricular concern and emphasis in reference of early childhood education. The purpose of this review emergent literacy is conceptualized as global early experiences that create a foundation of life-long literacy and academic and personal success. The early experiences that children engage in form birth through the time when they adopt conventional literacy skill bring "meaning to reading and writing" (Koenig & Holbrook, 2000,p.265) . These skills developing and perform competently in a literate society begin very early in a child's life. After birth, children begin to interact with the world around them and some naturalistic behavior of children can influence the beginnings of literacy development.

Theorist Define the Meaning of Emergent Literacy: Teale (1987); Emergent literacy as the early signs of reading and writing demonstrated by young children. Even before they begin to take formal instruction to reading and writing and such early signs and way are

recognized by most adult. Sulzby(1991); Literacy as the reading and writing behavior of young children that preceded and develop into conventional literacy.

## II. METHODS AND MATERIAL

### 1. Review

**Elfrieda H.Hiebert et al (1987)** examined that parent's perceptions of their preschool children's of emergent literacy. Fathers and mothers of 3- 4 years old boys and girls were asked to predict their children's performances on six measures of emergent literacy: letter naming, auditory discrimination, context-dependent word recognition, storybook orientation, writing, and interest. The study founded that these predictions with children's actual performances both fathers and mothers were found to significantly overestimate their children's performances on over half of the measures. Parents made appropriate differentiations for the age of the child.

**Adriama G.Bus et al (1988)** analyzed that cross sectional relation between mother-child attachment and aspect of emergent literacy. This study was showed that mothers anticipating formal reading instruction their children to and their instruction. These characteristics are related to their children and to independently measure emergent literacy.

**Lisa A.Wing (1989)** founded relationship between preschool programs orientations toward reading and writing instruction and children's ideas about reading and writing and also examined relationship between preschool practices and children's conceptions. Implication of study that influence of preschool teacher's beliefs and instructional decisions on children's conceptions of reading and writing are discussed.

**Adam C.Payne et al (1994)** analyzed that relations between home literacy environment and child language ability were examined for at 3-4 years attending Head Start and their mothers or primary caregivers and the strength of the relations between home literacy environment and child language are stronger in this study than in previous researches due to the use of statistically derived aggregate measures of literacy environment. The presence of substantial variability in home literacy environments in low-income families and

the substantial relations between these environments and child language outcomes has important implications for intervention.

**Whitehurts et al (1998)** consisted that the skills, knowledge, attitude are development precursors to reading and writing. The purpose of that emergent literacy consisted of at least two distinct domains inside-outside skill and outside in skill. These different domains are not the product of the same experiences and appear to be in full entail different points in time during reading acquisition.”

**Dorit Aram et al (2001)** studied that emergent literacy related to socio-cultural factors or maternal mediation of writing. Forty-one low socioeconomic status (SES) children, 5-6 years old and their mothers participated. The child's emergent literacy was assessed by word writing and recognition, phonological awareness, and orthographic awareness. The study assessed mediation of writing and children were asked to write words and names and their mothers were asked to help them and qualitative analysis illustrated the range of maternal mediation within or below the child's ZPD.”

“**Barbara R. Foorman (2002)** argued that emergent literacy is subordinate to oral language development rather than language development begin subordinate to emergent literacy. The study concluded that phonological sensitivity and letter knowledge be taught in development rich environment for vocabulary enrichment for preschoolers.

**Steven A.Hecht et al (2002)** proposed the relations between phonemic awareness and spelling skills are bidirectional: Spelling influenced growth in phonemic awareness and phonemic awareness contributed to growth in spelling skills. Mean age of participants was approximately 5 years 7 months. Pretests included initial phonemic awareness, letter knowledge, word-level reading, invented spelling, vocabulary knowledge and print concepts. Spelling skills emerged as the best consistent predictor of variability in phonemic awareness in response to instruction and the amount of exposure that children had to the treatment intervention contributed uniquely to individual differences in posttest levels of phonemic awareness and spelling.

**Bobbie Wikle (2003)** purposed of study to determine practices used by parents of preschool children with and without disabilities. The study founded that differences in the literacy practices among the two groups of parents used general literacy practices and technological practices and technological practices with greater frequency for developing emergent literacy.

**Stephen D.Green et al (2006)** purposed of this study was twofold: (1) to assess the extent to which early childhood educators engage children in literacy-building activities, and (2) to identify educator or programmatic characteristics associated with the promotion of early literacy activities in child care centers. One hundred and eighty surveys were completed by early childhood educators attending regional training events. Findings demonstrate that efforts are being made in a number of areas to engage children in a variety of important language and literacy activities in their centers and surveyed indicated that they do not frequently engage children in recommended activities.

**Michelle Haney et. al (2007)** indicated that both home literacy activities and direct instruction of reading skill promote reading development. The study investigated parent lead direct teaching activities impact on emergent literacy. Test of early reading and kufman survey administered on 47 preschool and for parents questionnaire used for data collection. The study founded that parents reported direct teaching for literacy skill (86%), particularly letter name (71%) and sound (65%) founded by statistical used.

**Kimberly Kris Floyd et. al (2008)** focused that the lack of empirical research in the combined areas of emergent literacy, Assistive technology and emergent literacy across disciplines, existing barriers and gap in research . The purposed of study to synthesize information and research on available assistive technology used with young children to promote the development of emergent literacy.

**Caitrin (2014)** showed that reading and writing are not separate skill. They are interrelated set that must be developed at the same time in order to successfully. The study revealed that emergent literacy begins as early as birth and continues on until children begin reading and

writing on their own and to achieve literacy through physical interaction with book.

**Neumann,michelle (2014)** examined the effect of using environmental print to enhance emergent literacy skill in children aged three to four years ( N=500 from a low socio economic status community. The study based on pre-posttest randomization study. Ancova were conducted with pre-test scores as covariates. The result showed that young children are exposed to environmental prints within their communities and this prints useful resources to foster emergent literacy

**Catherine Ashasion(2015)** concluded in this study that parents involvement in stimulating emergent literacy among children is not sufficient. Descriptive survey design was used on 300 parents sampled using the stratified sampling techniques was used. The study showed parents not provide sufficient pre-reading material for their child and teacher encourage to parents towards their children readiness.

## 2. Objectives

- To assess the emergent literacy in early years
- To assess the awareness in society, teacher and parents to developing emergent literacy

## III. CONCLUSION

Our review of emergent literacy suggested that early childhood literacy experience affected successfully reading and writing acquisition along several dimensions. Early literacy experiences are in turn influenced by social context and condition as diverse as the individual literacy outcomes they help to shape. The challenge for communities, society, parents or preschoolers is clear regarding emergent literacy. The review based finding showed that children literacy backgrounds present in the classroom. The new comer preschoolers learn how to attend language and apply the knowledge to literacy situation by interacting and molded their language while tried to interacting other. This emergent literacy perspective which tends to consist of qualitative studies has examined the development of behavior of preschool age children.

Although we have presented all compelling evidence that learning to read and write is easier for new comer preschooler those who enter in school at first time with higher levels of emergent literacy skills and that interventions can enhance emergent literacy skills, literacy is too important to a child's life-long prospects for preschools to give up on children who are not prepared for the typical reading and writing based curriculum. We can help children at risk for developing reading and writing problems by enhancing their emergent literacy skills through the use of preschool emergent literacy interventions and/or skills-based reading and writing instruction, but we can also hurt their chances irrevocably if we allow deficiencies in emergent literacy to serve as an excuse not to teach reading and writing effectively to children who arrive at preschool at first time unprepared. So the suggested to society, parents and teacher upgrade their knowledge regarding emergent literacy and tried to develop emergent literacy in early years. The community provided resources and improve the policies of ECE , or provide the quality of education at age 0-6. The role of teacher built early literacy and provide the skill bases training in early year, planned activity those related to reading and writing, provide interactive classroom environment, The parent role is select the best preschool for their children and provide home literacy environment before child enter in pre-school or kindergarten, In home literacy environment e.g. story book, rhyme book. Print cards, crayon, and color activity related to developed writing and reading in early years.

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