TYPES OF LITERACY LEARNING IN EARLY GRADES: WHAT DOES THE TEACHER DO?

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Abstract

Literacy has become a major component of learning. In early elementary schools, children must be taught early reading skills to build a higher grades literacy foundation. The teacher determines literacy learning performance in the classroom because it plays a vital role in the front line of learning. The main objective of this research was to describe the process of learning literacy in elementary schools. This study used a survey method involving five principals and thirty elementary school teachers. Interviews were used as instruments to describe literacy learning in elementary school. Data obtained from the field were tabulated and presented. This study showed that the methods or models and learning media used by the teacher were different. The teacher had also shown an effort to increase children's motivation in participating in literacy learning.

Keywords: Early literacy, early grade elementary school, elementary school teachers.

Abstrak

Literasi menjadi komponen utama dalam pembelajaran. Di sekolah dasar awal, anak-anak harus diajari keterampilan membaca awal untuk membangun fondasi literasi di kelas-kelas selanjutnya.. Guru menentukan keberhasilan pembelajaran literasi di kelas karena Guru berperan vital di garda terdepan pembelajaran. Tujuan utama dari penelitian ini adalah untuk mendeskripsikan proses pembelajaran literasi di sekolah dasar kelas awal. Penelitian ini menggunakan metode survei yang melibatkan lima kepala sekolah dan tiga puluh guru sekolah dasar. Wawancara digunakan sebagai instrumen untuk mendeskripsikan pembelajaran literasi di sekolah dasar. Data yang diperoleh dari lapangan ditabulasi dan disajikan. Penelitian ini menunjukkan bahwa metode atau model dan media pembelajaran yang digunakan guru berbeda. Guru juga telah menunjukkan upaya untuk meningkatkan motivasi anak dalam mengikuti pembelajaran literasi.

Kata kunci: Literasi awal, Sekolah Dasar kelas awal, Guru Sekolah Dasar.

INTRODUCTION

Early literacy is viewed as essential in life because an individual's awareness will increase through reading and writing. At this point, the child will typically be exposed to sounds and letters that construct words, phrases, or sentences. Literacy is strongly linked to reading since reading is the key to understanding all science. This demonstrates that reading has a crucial role to play in life. The study's findings showed that children with good reading skills in the early grades of primary school have good reading skills and are prepared to learn in subsequent grades. Beck & McKeown (2007) observed that a student who was a strong reader

in the younger elementary school would become a strong reader in higher grades. Early literacy is the initial step in literacy development, reading, and writing concepts (Roskos & Neuman, 2014). In elementary school, children (grades 1-3) learn to read. Children develop knowledge about the alphabet principles and gradually improve their skills in word recognition, fluency in reading, and reading strategically for understanding. Early literacy includes phonemic awareness, phonics, fluency, vocabulary, and reading comprehension (Armbruster et al., 2010). Phonological awareness has proven to be a critical predictor of reading words and spelling in children. Children's comprehension that spoken words can be broken down into smaller units (syllables and phonemes) are the foundation for reading and spelling in languages with an alphabet writing system. Reading fluency is defined as the ability to read quickly, accurately, and with the right expression, and also includes three main components, reading speed, accuracy, and prosody (Kuhn & Levy, 2015; Elhassan et al., 2017).

On the other hand, children who have poor reading skills in the early grades will have difficulties and will be left behind in other study fields. Children who are deficient in early grade reading have an approximately 88% chance of being slow readers in the fourth grade and have an approximately 88% risk of becoming weak readers. Grigg et al. (2010) also explained that delaying early reading development also explained that delaying early reading skills could affect vocabulary growth, change attitudes, and encourage children to read. The environment plays an essential role in this case (Day et al., 2015).

Literacy survey in Indonesia which was developed by the Ministry of Education and Culture Education Center, which is named after the Indonesian Student Competency Assessment (Indonesian National Assessment Program, abbreviated as INAP) Ministry of Education and Culture, Indonesian National Assessment Program (INAP) results (2016). INAP is equivalent to PIRLS to measure fourth grader students' ability in mathematics, science, and reading. The results of the 2016 action survey showed that the national reading ability of the excellent category was just 6.06 percent, in the low category reaching 46.83 percent and the good category 47, 11 percent and in West Java in the excellent category only 8.97 percent, in the low category it reached 42.8 percent and the good category 48, 23 percent. Interpreting the results of an international survey and a national survey The Director-General of Primary and Secondary Education of the Ministry of Education and Culture issued *Permendikbud* Number 23 of 2015, which included the National School Literacy Movement (GLS) through 3 stages of activities, namely (1) Habituating, routine reading activities every day without bills, (2) Development, literacy education activities in schools as extracurricular with specific bills, (3)

Learning. From this policy, every phase of teaching and learning activities in schools should be dominated by literacy activities (Permendikbud Number 23, 2015).

The excellent development of children's literacy skills depends on the teacher. Wolf et al. (2018) suggesting the most influential factor in assessing the quality of children's learning reading skills is the teacher's capacity to provide successful reading learning. According to (Tompkins et al., 2014) there are three abilities that teachers must have in developing reading learning. First, a teacher as a learning designer must have the ability to plan teaching and learning experiences to be effective and productive. Therefore, the teacher must consider the child's development so that the learning provided corresponds to the stage of child development. Second, a teacher as a learning manager must organize literacy learning and have expertise in managing the whole learning process by creating an exciting learning environment to take part in learning with interest and comfort. Third, a teacher as an evaluator of student learning means that each teacher must evaluate learning with various evaluation tools, so students do not feel bored.

It is also important to remember how children learn and learn reading since it can directly affect children's literacy skills. Wortham (2006) explains that a child's literacy skills' performance depends on the type of experience provided. One of the achievements in learning in the classroom is decided by a teacher, a teacher who plays a very important role as a leader in learning. Based on the data above, the researchers focused on literacy learning in elementary schools and what habituation conducted by the elementary school teachers, especially for younger elementary students.

How do children learn?

According to Bruner (1965) Children learn through three stages of learning that are determined by the way they look at the environment, namely: (1) Enactive stage, a person performs activities in his efforts to understand the surrounding environment, meaning that in understanding the world around him children use motor knowledge. For example, through bites, touches, handles, and so on. (b) Iconic Stage, a person understands his objects or world through pictures or verbal visualization. That is in understanding the world around which children learn through forms of imagery (appearance) and comparison (comparison). (C) Symbolic Stage, a person has been able to have abstract ideas or ideas strongly influenced by his language and logic ability. Understanding the world around them children learn through symbols of language, logic, mathematics and so on. The communication is done by using many symbol systems. The more mature a person is in his thought process, the more dominant the

symbol system. Even so it does not mean no longer using an active and iconic system. The use of media in learning activities is proof of the need for an active and iconic system in the learning process.

How do children acquire language in their wholeness?

Musthafa (2014) explains that various current literacy theories believe that children are active constructors of meaning. Experts suggest that reading, writing and oral language develop in line and are related in a literal environment. Empirical research into children's reading of readings in their environment shows that children begin to realize the function of written symbols from around three years of age. In pre-school children who play pretend to read books, they indicate that kindergarten-age children have inner knowledge about the social use of various forms of text.

How children learn and learn literacy is very important because it will greatly affect children's literacy abilities. (Wortham, 2006) explain that how successful the child gets literacy depends on the type of experience provided. One of the success of learning in the classroom is determined by the teacher, the teacher as the spearhead of learning plays a very important role. Whether or not the development of children's literacy skills is successful depends on the teacher. Teachers need to learn through various research-based teaching techniques that will support children's language development and literacy. Based on the data above, the writer focuses his research on typical literacy learning in primary schools and habituation of elementary school teachers, especially for early grades.

METHOD

Research design

The method used in this research is survey method. According to Scheuren, the word survey is chiefly spelt out as a method of collecting data from a sample of individuals. The survey is a process consisting of several steps linked to each other. Similarly as the other data collection methods, this process also begins with defining the objectives followed by choosing a survey frame and deciding the sample design (Glasow, 2005). The survey method was used in this study because the researcher intends to find out various types of literacy learning in elementary schools, especially in the early grades.

Research Locations and Participants

The location of this research was conducted in the area of Bandung City, West Java Province. Respondents who were sampled in this study were five principals and thirty elementary school teachers in the early grades. Respondents were selected based on recommendations from the Bandung City Education Agency.

Table 1. The Participants Data

	Participants	Percentage
Gender	Male	10
	Female	90
Teaching experience	1-5 years	16.6
	6-10 years	3,3
	11-15 years old	26.6
	16-20 years	10
	20-25 years	6.6
	25-40 years old	36.6
Certified	Certified	52
	Not certified yet	88

Research procedure

This research was carried out with the following steps.

(1) analysis of field conditions related to literacy learning

Analysis of field conditions was carried out by discussing with two lower grade elementary school teachers in the city of Bandung. At this stage, the researcher discussed the learning model used for literacy learning and the devices used to support learning.

(2) literature review

After obtaining initial data from the results of discussions with early grade teachers, the researchers conducted a study of theories related to literacy learning and models that can be used in literacy learning, especially in elementary schools. This theoretical study was conducted to obtain various references in making research instruments.

(3) making research instruments or related questionnaires program and literacy activities

At this stage, the researcher developed a research instrument in the form of questions related to literacy learning activities and the learning model used by the teacher. This instrument is prepared based on theoretical studies and the data needs to be obtained, namely related to the types of literacy learning.

(4) data processing by coding

Researchers organize data in the form of interview texts into categories based on the source of information and based on the data needed. As for this study, researchers categorize the data obtained from interviews with teachers, interviews with school principals.

(5) report writing and conclusions

After the data is processed, the researcher makes a research report and conclusions.

Research Instruments

The instrument used in this study was interviews conducted by researchers to teachers and principals of elementary schools to obtain objective data related to the literacy learning model. This research instrument was only constructively validated by two learning experts and literacy experts. The indicators used as instruments in this study are open questionnaires. The explanation is detailed in the table below.

Table 2. Instrument Interview with the Principal of the Primary School

No	Question
1	To what extent does this school apply literacy to form literate students?
2	What methods / programs are used in developing literacy in the school environment?
3	Are teachers often included in workshops, seminars / training on literacy learning?
4	What activities support literacy success in this school?
5	Is it important to learn literacy in students to form literate students?
6	Are there any special patterns applied by students in implementing literacy learning?
7	What facilities and infrastructure are facilitated to develop student literacy?
8	What is the effort to develop literacy learning in schools by the Principal to teachers, employees, and students?
9	What are the driving factors in developing literacy in schools?
10	What are the inhibiting factors in the effort to develop literacy in schools?
11	Is there an influence on the implementation of literacy learning on the achievement of student literacy?

Table 3. Instrument Interview with Elementary School Teachers

No	Question
1	Do you think literacy is important?

2	What do you do concerning the implementation of literacy activities at school?
3	Do you carry out literacy learning in class / in learning?
4	Do you use models/strategies in learning literacy?
5	What model/strategy do you use?
6	Have you attended workshops, seminars or trainings to develop students' literacy skills?
7	Do you have goals that students want to achieve after participating in literacy learning?
8	What do you want to achieve after implementing the literacy learning?
9	Do you give rewards to students after literacy activities at school? If yes, what reward is that given?
10	Do you have a specific strategy for grouping and handling children who have different literacy abilities? . What form of guidance provided?
11	Do you routinely carry out the activity of reading books to children?
12	What supporting media do you use in reading books to children?
13	Do you provide enrichment of books in class that children can read voluntarily, (a kind of class library)?
14	Are you dedicated to visiting the library? How many times in a month?
15	Do you like giving assignments to read books to children? When was the assignment given?
16	What efforts have you made so that children are motivated to read?
17	Do you regularly evaluate school literacy activities?
18	What kind of evaluation do you do?

Data collection technique

Data analysis of the objectivity conditions of literacy learning were obtained through a questionnaire that was analyzed qualitatively.

Data analysis technique

Data obtained from the field is tabulated and presented. The data is encoded directly from the results of interviews with the principal and elementary school teachers. Data is displayed as a percentage of each indicator.

RESULTS AND DISCUSSION

Results

This study's results are divided into two parts, namely the results of interviews with principals related to the application and literacy program in primary schools and the results of interviews with elementary school teachers. The detailed explanation is as follows:

Results of the Interview with the Principal of the Elementary School

Based on the results of interviews with five the principal, the following information was obtained:

Question 1

To what extent does this school apply literacy to form literate students?

Answer: since the enactment of the 2013 Curriculum, how to apply literacy by gathering all teachers, staff, employees and providing information about literacy as recommended by the Head of the Bandung City Education Office, making literacy timetables for students, learning school literacy, familiarizing children with reading , applying literacy in the form of cultivating a love of reading for students and teachers.

Question 2

What methods / programs are used in developing literacy in the school environment?

The responses from the primary school principal varied including: by giving time to read each time carrying out learning, school literacy, schedule of each class, the program was done to students through habituation every day before teaching and learning activities carried out, habituation of reading 15 minutes before entering school. -redaton: reading together in the field.

Question 3

Are teachers often included in workshops, seminars / training on literacy learning?

The answer found was that we would participate if there were workshops, seminars / training on literacy learning.

Question 4

What activities support literacy success in this school?

The answers generated were various among them by carrying out competitions related to literacy, reading books by themselves at school, at home. - borrow books in the library according to the loan schedule, age level, continuous and periodic literacy habituation, supporting activities are commitment in carrying out the habit of reading 15 minutes before entering school.

Question 5

Is it important to learn literacy in students to form literate students?

The answer is very important because literacy students can gain knowledge to add insight and power of thought.

Question 6

Are there any special patterns applied by students in implementing literacy learning?

The answers from the primary school principal varied, some of which did not have a specific pattern for implementing literacy learning, others set the time for each literacy. There is also a schedule for each class for literacy every day and students are required to read books every day and there are bills to answer questions raised by the teacher, as proof that students understand what is read.

Question 7

What facilities and infrastructure are facilitated to develop student literacy?

The general answer is the place and need to carry out student literacy, places, school library books, own books, fiction and nonfiction books. class reading corner. -library.

Question 8

What is the effort to develop literacy learning in schools by the Principal to teachers, employees, and students?

The answers found are making a schedule, students appear to read in front of the class, directing to always apply the culture of reading, applying a culture of reading not only to students, teachers and employees must also be accustomed to reading

Question 9

What are the driving factors in developing literacy in schools?

The answers found were supporting factors derived from educators and educators, reading books' availability, and rewards for students who enjoy reading.

Question 10

What are the inhibiting factors in the effort to develop literacy in schools?

The answers expressed by the principal were varied, including: in carrying out the program there were always obstacles, sometimes children forgot to bring reading books at home, schedules were interrupted by activities, facilities and infrastructure that were less supportive for example reading books that were not too varied, lack of reading interest possessed by students, feeling lazy and not wanting to read.

Question 11

Is there an influence on the implementation of literacy learning on the achievement of student literacy?

The answer to question number 11 is that children often read and increase knowledge in the reading park, some children who cannot read have started to enjoy reading, the effect is directly proportional, the more literacy learning is implemented, the better the reading culture of students is.

Interview Results with Elementary School Teachers

The results of interviews with elementary school teachers in Bandung related to literacy learning are as follows.

Table 4. Table Percentage of Results of Interviews with Elementary School Teachers

Item No Question	The answer	Percentage (%)
1	Very important	36.6
	Urgent	64.4
2	Habit of 15 minutes of reading before learning	3,3
	read together 15 minutes in class every day	73.3
	read faithfully Thursday, before learning for 15 minutes	33.3
	encourage reading and writing	3,3
	Read a book and summarize it	6.6
	read together 10 minutes in class every day	10

3	Doing	100
	Do not implement	0
4	Yes	50
	sometimes	13.2
	Not	36.8
5	Picture / storytelling	30
	Familiarize children visit the library	10
	reading textbooks	3,3
	contextual learning	10
	discovery learning combined with literacy	3,3
	given a reading book	6.6
	do a question and answer after reading	20
	identify bar vocabulary	3,3
	make a summary of the story	6.6
	make questions about the contents of the text	6.6
	read out loud	6.6
	silent reading	3,3
	retell after reading	10
	Read in unison	6.6
6	Ever	40
	Never	60
7	Yes	100
	Not	0
8	fluent reading	0
	understand reading	30
	like to read	3,6
	fluent and understand reading	16.6
	write reading results creatively	30
	gain knowledge	6.6
9	Praise	6.6
	Gift	69.9
	praise and thanks	10
	Not	10
10	not	10
	children who are not fluent in reading are given individual guidance	16.6
	remedial for those who are less able to read	23.3
	enriched for those with good literacy	10
	Children who can help their friends who can't	6.6
	contested between groups	3,3
	grouped according to their abilities	20
11	Yes, 15 minutes before learning	3,3
	Yes	20
	once a week	0
	Every day	13.2
	if you have free time	48.8
	yes, for children who are not fluent reading	3,3
	sometimes	6.6
12	storybook	10
	textbooks	10
	letter card	6.6
	Images	16.6

	big book	10
	theme book	6.6
	books in the library	23.3
13	yes, with the reading corner	33.3
	enrichment in the library	66.7
14	sometimes	17
	once a week	5
	twice a week	3
	once every two weeks	2
	uncertain	3
15	once a month	23.3
	Yes, once a week according to the library visit schedule	3,6
	Yes, every lesson	10
	yes, every day	6.6
	yes, before studying	3,3
	yes, assign it at home every day	13.3
16	yes, when facing a holiday	6.6
	provide interesting reading books	36.6
	give a reward	16.6
	dibeti praise	6.6
	given a picture story	16.6
	familiarize children like reading	6.6
	evaluate readings	3,3
	tell stories in front of students	10
17	Not	16.6
	Yes	70
	sometimes	6.6
18	Not	16.6
	assigned to retell what was read	43.3
	do question and answer about reading	6.6
	monitoring every child's development	3,3
	oral test	6.6
	fill out the questions	3,3
	Read	6.6
	oral test and written test	13.3

Discussion

Based on the interviews with several elementary school principals in Bandung, elementary schools in Bandung have applied literacy learning but with different methods. Elementary schools in the city of Bandung have implemented this literacy learning since the enactment of the 2013 Curriculum. The way to socialize it is by informing all teachers and staff and provide information about literacy as recommended by the Head of the Education Office in Bandung. The implementation is by making an agreement or literacy schedule for students. The method or program used in developing literacy in the elementary school environment in Bandung is by giving time to read each time carrying out learning, shrill school literacy. This

program is implemented by giving students assignments through the habit of reading every day before teaching and learning activities are carried out, which is reading 15 minutes before entering school and redaton (reading together in the field). To improve the competence of teachers in literacy learning, teachers are often involved and included in workshops, seminars / training related to literacy learning

Schools also strongly support this literacy learning by carrying out competitions related to literacy, reading books by themselves at school, at home. - borrow books in the library according to the loan schedule, age level, continuous and periodic literacy habituation, this literacy learning is very important so students can gain knowledge to add insight and power of thought. Some specific patterns that are applied are setting the time each day to schedule this literacy and invoicing to answer questions raised by the teacher, as proof that students understand what is read. However, literacy learning can achieve learning goals well can not be separated from other supporting factors, namely teacher performance, the availability of supporting books at school and home.

Some things affect the implementation of this literacy learning: the School Literacy Movement (GLS). GLS can foster interest in reading and writing for students, especially elementary school students Puspita et al. (2017) also needs to be supported by participation from parents. Musthafa, (2014) states about the importance of a literacy environment for the development of children's literacy. Some of the parents have tried to create literacy practices for their children. But some have succeeded and some have not succeeded in providing literacy support for their children. Both in the form of concrete literacy practices or the provision of artifacts and a supportive atmosphere. Literacy gaps among children are due to the diversity of literacy backgrounds from home, that is, some children come from a literacy-rich home environment and those who come from disadvantaged families.

Facilities and infrastructure needed to develop student literacy skills are school library books, books themselves, fiction and nonfiction books. class reading corner library. Literat environment greatly influences children's learning process because in a literate environment, children are directly involved in literacy. In this environment, children are encouraged to explore their world and express their feelings using all means available to them (Maulani et al., 2021). Efforts to develop literacy learning in elementary schools in the city of Bandung are principals and teachers making routine schedules of literacy activities for children, students appear to read in front of the class, directing to always implement a culture of reading, applying

a culture of reading not only to students, teachers and employees as well must be accustomed to reading.

The driving factor in developing literacy in this school is educators or teachers' ability to design assignments, the availability of reading books, and rewards for students who enjoy reading. As for the inhibiting factors in the effort to develop literacy in schools is sometimes children forget to bring reading books at home, schedules are disrupted by activities, facilities and infrastructure that are less supportive for example books that are not too varied, lack of reading interest owned by students, feeling lazy and not wanting to read. The application of literacy learning in primary schools affects the achievement of student literacy. As for its influence in terms of children's motivation to read. Reading culture in elementary school students in the city of Bandung began to emerge.

According to Armbruster et al. (2010) each teacher aims to build literacy skills for students. that the purpose of learning literacy is to gain awareness of the concepts of the alphabet and to progressively enhance their skills in word recognition, reading fluency and strategic reading for understanding.

Some experts claim that the teacher has each style in the practice of literacy learning (Byrge & Tang, 2015). In general , teachers participate in child-centered learning literacy based on learning theory and constructivist teaching (Vygotsky, 1997; Piaget, 1985) and children actively develop awareness based on their previous understanding and experience. Teachers use the importance of this activity to consider children's interests and initiatives and provide guidance for children in the organization of learning activities. However, some teachers perform learning based on conventional learning theories that emphasize concrete learning. Means that basic skills must be learned before studying at a higher level. Some researchers believe that more realistic learning for children is influenced by literacy learning that emphasizes concrete learning. Kikas et al. (2014) clarify that good practice in school literacy, one of which emphasizes that the ideals of good literacy education are structured, structured teaching in the classroom, must combine phonic teaching with a holistic approach to language skills and meaning and to meet the needs of every child for reading. The teacher must realize that each student has different needs, so they must use various methods. Vernon-Feagans et al. (2019) explain that the school environment is very supportive of learning literacy in the early years of primary school education, and even reading assignments in the early years often decide how the standard of teaching is connected to improvements in children's reading skills in the academic year (Day et al., 2015; Winarni et al., 2020).   Literacy development

requires special programs that may be offered and increases student literacy in schools. Literacy needs to be maintained by teachers, students, parents (Puspita et al., 2017). Talking about literacy development, Musthafa (2014) the importance of the literacy environment for children's literacy has been clarified. Teachers need to learn from a range of research-based teaching methods to help children's language learning and literacy.

Most teachers in the city of Bandung do not have a special time or schedule to read books to students. Some experts reveal that reading books to early elementary school children is very important, as expressed by Justice & Sofka (2013), Reutzel & Cooter Jr. (2012), Ruddell (2006) reading children's books aloud helps them develop a passion for what can be learned and learn to read books, encourages students and broadens their understanding of the world. It helps them develop language and listening skills, prepares them to understand the written word and broadens their understanding of the world.

the teacher offered media to promote student reading practices, although most of the books used in the library did not use technology-based media such as computers, eBooks, Electronic Talking Books or other technology-related media. Ian O'Byrne & Pytash (2017), McLean et al. (2017), Pace et al. (2019), Winarni et al. (2020) explained that the use of ICT media supported children's early-year learning in elementary school, visual learning also contributed significantly to the acquisition of literacy skills.

Elementary school teachers in the city of Bandung are trying to increase children's motivation in participating in literacy learning. In the sense of learning, enthusiasm is a main determinant of student academic progress. For example, in learning to read, students need encouragement to inspire students to want to read Baker & Wigfield (1999) said that encouragement is required for reading, because reading is a cognitive ability task that needs a willingness to do it or not. Pressley (2002) stated that teachers do the following things to foster reading motivation: a. Exemplify enthusiasm for reading; b. react enthusiastically to student writing; c. provides tangible boosters (e.g. a free pizza certificate) if the student reads a book; d. encourage students to determine their goal for reading; e. allowing students to choose for themselves what they want to read (i.e. encouraging them to select one of the books according to their reading level); f. Build a comfortable place for students to read in their class; g. provides a lot of scaffolding during reading and writing activities (such as providing support when students have difficulty reading certain words or trying to say which they don't know how to spell); h. combining reading and writing with other material, especially material that is of interest to students; e. use games to encourage practice of basic reading skills. Referring to

opinions, children learn through 3 stages: enactive, iconic, and symbolic. It would be nice if the teacher also adopted these steps to implement literacy learning in elementary schools (Maulani et al., 2021).

CONCLUSION

Types literacy learning carried out in elementary schools in the city of Bandung is divided into several categories, namely 1. learning through GLS (Gerakan Literasi Sekolah) 2. library visits 3. Reading books. 4. receive remedial 5. do a question and answer after reading. The most widely used by teachers in the field is the type of learning literacy using GLS. Based on the research results obtained, further research is needed. Further research can be done, this paper data is used as a reference for developing literacy learning models in primary schools specifically early grade elementary schools.

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