

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

RESEARCH PROJECT: Early Literacy Development

In EFL Pre-school through *Daily Five* strategy at CIEDI.

Ingrid Bibiana García Casas

Santo Tomás University

2018

Contextualization

This Project emerges in a private school in Bogotá. It is a description about the early literacy development in L2 in preschool. For this particular project the description is focused on the way students from 4 to 6 years old are approached to the development of English literacy through centers.

The study takes place in a private school located in Bogotá, with students from kinder 4, kinder 5 and transition. The school’s name is CIEDI. It is located in km3 Suba Cota in Bogotá. Founded in 1977 CIEDI Became bilingual in 2000 and started to belong to the International Baccalaureate Organization (IB) in 2006. The school offers English as language A or B and French as language B. English is the language of instruction in the school, and it is phonics based in the preschool level, for this reason it is important for the school to provide opportunities for the students to understand and use English daily and meaningfully.

The school has a language policy in which the amount of English students are exposed is defined taking into account their age. In preschool the percentage are the follow:

Prek: 80% Spanish – 20% English (2 hours of English daily) English specialist.

Kinder 4: 60% Spanish- 40% English (self- contained teacher)

Kinder 5: 20% Spanish- 80% English (self- contained teacher)

Transition: 10% Spanish- 90% English (self- contained teacher)

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

The socio-economic background of the school reveals that 98% of the parents are graduated from the university, some of them Speak English but Spanish is the mother tongue of the community.

The number of student per group is around 15 to 20. English classes in preschool are phonics based with means the letter is called by its sound rather than its name.

Preschool teachers in CIEDI have realized the progress students have had in EFL in the last 4 years. This observation came from the results of: students’ summative assessments and students’ skills in reading, writing and in the organization of the syllabus made by the teachers each year in which they evidenced students are able of going further year per year.

The strategy used by this school is called (daily five). Daily five is a structure for organizing literacy centers. It is flexible as it’s the teacher who make decisions about how they are implemented based on context needs. Teachers should feel free to use the system in a way that will best meet the needs of their students.

Students do the following:

- Engage in the act of reading and writing for extended periods of time
- Receive focused instruction on building and maintaining stamina and independence.
- Receive differentiated instruction to meet their individual needs

Teachers do the following:

- Deliver two or three whole-group lessons
- Teach two or three small groups daily
- Confer with 6-12 individual students daily

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

Daily five Strategies:

This strategy first came to the school with the guidance of the new English coordinator five years ago.

The structure of the Daily 5 is simple. The whole group meets for a short time of instruction (7/10 minutes), after students move into one of the Daily 5 tasks. The teacher uses the entire class to assess and guide small group lesson (3 to 5 students).

The length of each round of Daily 5 is dictated by the stamina and independence of the students. Once student stamina breaks down, the round is over. The number of rounds of Daily 5 each day depends on the time and students’ engagement.

This strategy has been used in CIEDI since 2013. Daily five has been worked mostly in ESL context in primary level. This is the first time this strategy is used in an EFL context and with preschoolers. Preschool is a very important stage in which learning has a natural way of development. For this reason, this project is important for EFL contexts where English could be taught as natural as possible.

Research statement

This research is a description of an EFL context in preschool level where early literacy process showed progress in children skills. This description includes the way the strategy daily five is developed in this specific school and the way the school approaches the youngest to literacy.

Early literacy includes all the areas required to read and write in a comprehensible way in the foreign language. Areas such (alphabet knowledge, print awareness, phonologic awareness, text comprehension, oral language are involved in this process; this description shows the way these elements are developed in early stages in CIEDI.

Research question

How Ciedi´s School approaches preschool´s students to early literacy?

Research objective

To describe the way the school approaches preschool students to develop their literacy skills in English through the strategy called (daily five).

Specific objectives:

- ❑ To describe the strategy called “Daily Five” in the process of early literacy in preschool at CIEDI.
- ❑ To describe the elements involved in the development of early literacy in preschool at CIEDI School.

Justification

This project emerges from the interest of knowing what is helping children to be more engaged with English classes as well as to identify what is working on the development of students early literacy skills.

Aforementioned, students from preschool at CIEDI evidenced an improvement in their reading and writing skills in English as a foreign language. Taking into account that they are learning how to write and read in Spanish as well, because it is their mother tongue; this description worth to be done because of the way a second language raises effectively in children who are in the process of literacy in their mother tongue.

Good pedagogic experiences are worth to be shared and in the macro-project and sub-project this research is a great contribution because it is a description of the way a strategy that has always been used in ESL for children over 6 is now used in an EFL context with children under 7.

Theoretical framework

Daily five is a strategy created by Boushey and her sister Joan Moser. It consists of five centers that develop literacy skills. Center based learning is a teaching and learning method that consist on working in small groups that encourage the learners to interact in an active way where directions are not always direct; rather than, students are able to discover and interact each other in different tasks according to their level.

Those centers are organized taking into account the class goal. In this research the “Daily Five Strategy” (Gail Boushey, Joan Moser, 2008) will provide the way in which the centers are going to be organized. Students are able to select from five reading and writing choices that Foster early literacy; those centers are: Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work and they are able to rotate in the centers having the opportunity to participate in all the activities.

The centers are to develop the same topic but in a different way: in the Listen to reading center students are allowed to listen to reading and hear what a fluent reading sounds like. In the center; read to someone; students work in pairs and share reading one at a time. They can read the same book or they have the chance to have two. In the center called work on writing; writing is the main objective, they can write a journal, or a story. In the read to self, center; the student has to follow some routines: such as being quiet, choose a book by interest and it promotes independent reading, Finally, the one called: Word work

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

is a center based on words so students are encourage to solve puzzles, dictionaries finding meanings, bingo games etc.

In regards to the center based, it is important to mention that these centers are different in form rather than content. Centers are the tool to approach children to knowledge through interaction; making them active in their learning process. Through this strategy it is evident the used of differentiation in the class (Tomlinson & Allan, 2000).

Differentiation is a term that has been used in the education field by Carol Tomlinson she promotes the use of differentiated instruction in the classroom in order to provide students meaningful opportunities that approaches them to learning.

It is important to define the meaning of differentiation. It is a way to respond to students’ readiness needs. (Carol Tomlinson, 2008). In the Daily five strategy, the instruction is not always direct, it changes depending on the work the student is doing.

“The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of Education. It is an approach to teaching that advocates actives planning for students differences in classrooms.” (Tomlinson & Allan, 2000)

In differentiation, the way students are grouped may vary from interest, level, goal etc. The way students are organized is flexible but there is always a clear goal for that organization. Differentiation is not a set of different activities; it is a way of approaching

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

students to learning taking into account their needs and providing them opportunities to be successful in their learning process.

Another relevant term in this study is early literacy; it refers to the first stages young children develop before starting reading and writing. Early literacy includes all the areas required to read and write in a comprehensible way in the foreign language. Areas such as (alphabet knowledge, print awareness, phonologic awareness, text comprehension, oral language etc.) are involved in this process. Those first stages are very important in the process of reading and writing because they are part of the process of constructing more complex cognitive skills.

Several areas of learning have been identified important to children’s literacy learning. (Irene Fountas and Gay Su Pinnell,1999) These are:

1. Phonological awareness
2. Orthographical awareness
3. Word learning in reading and writing.

“ ...The first two areas of knowledge, and the way they are interrelated, contribute to young children’s growth in the ability to solve words while reading for meaning. The third area strongly supports learning in the first two areas and also helps to accelerate early learning in literacy.” (Fountas & Pinnell, 1999).

This short description about how all the elements involved in literacy process are interrelated show the way learning how to read and write can be defined as a dynamic process in which the development of any area would impact the growth of another element.

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

1. Phonological awareness: In the development of this skill students are able to discriminate sounds, identifying that spoken words are a sequence of sounds, as well as becoming more sensitive to the sounds they hear. They develop the ability to discriminate when words start or ends like others. Fountas and Pinnell argued that as cited in (Snow, Burns & Griffin, p. 111) “This metalinguistic skill involves treating language as the objective of thought rather than merely using language”
2. Orthographical awareness: It regards to spelling. Children develop the ability to recognize letters’ features, patterns and visual patterns. “The grapho-phonetic relationship refers to the relationship between the oral sounds of the language and the letters or clusters of letters in written language that represent those sounds. The ability to identify distinctive features of letters must be established before a child can attach names or sound of letters” (Fountas & Pinnell, 1999).
3. Word learning: Word recognition and word learning go together they are related to phonological awareness and orthographical awareness. Children are able to be aware of patterns in words as the more words they know the easier is for them to learn more.

“Early childhood learning is child-centered; is built around the interest of the child; child best learns through play because of social interaction” (Dewey, 1966). In this appreciation it is evident that the student is the center of the process, as Dewey mentioned it is built around the student interest.

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

However, it goes beyond students’ likes. It refers to the intention of given voice to students in terms of skills, background and interest. It promotes learning a confident environment where students can experiment success in their learning

Design

This is a Narrative Research Case Study. It is the study of the “particularity and complexity of a single case” (Skate, 1995). Stake (1995, 2005) distinguishes three types of studies; nevertheless, for this particular research the “intrinsic case study” that is undertaken to understand the intriguing nature of a particular case will take part of this process.

This research is framed by the single case study design, in which a single phenomenon is presented. “The objective is to capture the circumstances and conditions of an everyday or commonplace situation.” Robert K. Yin (2003).

The purpose of this research mainly focuses on the description of a context in which a phenomenon is evidenced. This phenomenon has to do with the increasing level of English in different skills such as writing, reading and listening shown by students from preschool at CIEDI.

CIEDI is a private international school; children are exposed to English from pre-kinder level. However, this research focuses on children from kinder 4, kinder 5 and transition, describing the way this school is approaching children to early literacy development.

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

The subproject connected with this research is: Understanding English learning/teaching contexts in EFL education. Through a description of this context in which the process of teaching is described to understand the way the school is introducing the youngest to literacy in English, this subproject is guiding the course of the research by clarifying that it is presented in EFL context. Therefore, this project is important because of the impact it has on students in which English is not the mother tongue, having positive effects on students’ literacy skills development. This description has the following characteristics that are evidence of the way it is connected to the subproject.

- ✓ It is a description of a phenomenon in EFL context.
- ✓ The description involves a detail teaching process.
- ✓ The description shows evidences of students work.
- ✓ The description evidences the way a strategy is worked with young learners.

In order to collect all the information required to make a detailed description about this phenomenon, the instruments that best provide clear information about the way it is working are:

- ✓ Teachers’ interviews
- ✓ Students artifacts
- ✓ Class observations

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

The interviews were semi-structured using some key questions in order to guide the interview. However, this type of interview allows flexibility in order to make them more comfortable for the interviewee providing more opportunities to obtain more relevant information.

Some of the key questions were:

- ✓ How does the strategy daily five work?
- ✓ How long have you applied this strategy?
- ✓ In your opinion which are the strengths of this strategy?
- ✓ In your opinion which are the weaknesses of this strategy?
- ✓ How often do you use this strategy in class?
- ✓ Did you receive any training about this strategy?
- ✓ What kind of training did you receive?
- ✓ What is the biggest challenge for you when using daily five?

The artifacts collected were the worksheets students were developing in class, an a sample of a portfolio from each level (kinder 4, kinder 5 and transition) in which the process can be evidenced.

Finally, the class observations were capture by photos of the activities developed as well as some guided questions that allow the researcher to be focused on the context and specific situations taking notes of the events that were evident during the observation.

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

The guided questions during the observation were:

Date, topic, time, materials, goals of the class:

How does the class start?

How is the topic/activity introduced?

What do students do in class?

What does the teacher do in class?

How does the class finish?

Data Analysis

In the process of data triangulation and its analysis, convergent points appeared, allowing the establishment of two categories. Those categories are: differentiated instruction and early literacy. These categories are described in detail in the following analysis.

It is important to start establishing what differentiated instructions means; Carol A Tomlinson (2001. Pp. 2) denies that “At most basic level, differentiating instructions means “shaking up” what goes on the classroom so that students have multiple options for taking information, making sense of ideas, and expressing what they learn”. The “shaking up” is evident in this context; every class observed in the preschool followed the same structure. Kids were organized in small groups and each group had a different task. For example:



Image 1. Class observation

Students worked in groups of 4, they played a ladder game where they had to classifying words according to the sound (long vowels, short vowels). In this center children developed reading, listening and speaking. Reading when they took out the words

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

from the pile, listening when they classified words according to the sound and speaking with the combination of the two because students increased their vocabulary and improved their pronunciation during the interaction in the center.

There was another group of 4 students with a different activity. They had a paper with instructions about three handcrafts options. Each student was allowed to choose one from the three and using materials from the classroom they had to make it. The vocabulary for this handcraft was: love, rose, horse (all long vowel /o/ sound) in this center students were very engaged because they had the option to choose what they wanted to make and also because they were allowed to use different materials such as; paintings, colored glue, markers wiggly eyes etc. picture. Evidence of this can be seen on image 2.



Image 2. Class observation

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

A third group was working in a center called; work on writing. Image 3.



Image 3. Class observation

These students used a dictionary that was designed by the teachers in order to provide the vocabulary required for the year. They had a worksheet where they had to look for the correct word in the dictionary and write it where it corresponds. This group was also working on long /o/ vowel sound. These students were developing reading and writing skills, as well as organization when looking for the words in the dictionary.

Another group of students were playing an adaptation of the game called “uno”. On this center students were practicing reading and fluency while playing. When a student didn’t know the word the others helped saying the word in Spanish. This is seen in the following image.

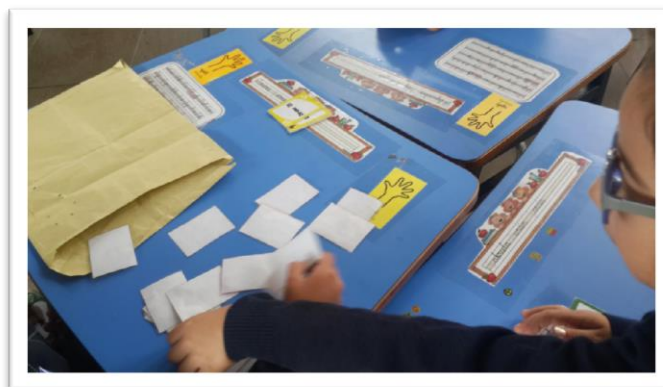


Image 4. Class observation

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

There was a fourth group of students who were working with the teacher. In a center was called: Guided reading. This group had a copy per student from a book called “house” from a platform the school works. This platform is: Reading a through z. The teacher was guided the reading and made everyone to point to the words while reading. Then she asked some questions about the book. This time these students were developing reading and reading comprehension skills as well as improving vocabulary. On image 5 there are the printable version of the books as well as the lesson used by the teachers

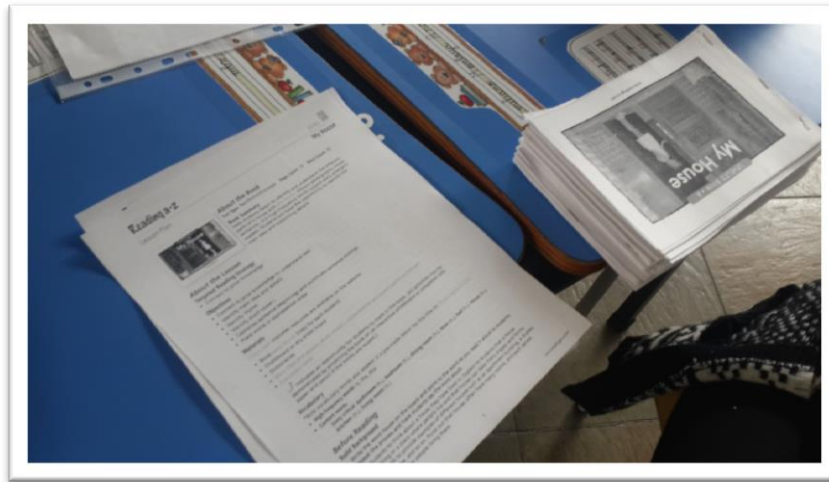


Image 5. Class observation

Through these examples it is evident that students had different options for taking information; developing different literacy skills and using a variety of sources to make it more interesting and dynamic.

When talking with the teachers about the strengths of this strategy they had some answers in common. The teacher from kinder 4 pointed that the strength is the opportunity they have to develop activities based on student's profile, level, needs and skills. The teacher from kinder 5 highlighted the idea that this strategy allows to keep students

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

motivated through the different options they had in the class while developing different skills. Finally, the teacher from transition mentioned benefits like: the use of differentiated instruction taking into account learning styles, the development of independence and the improvement of literacy skills. Based on teachers experience with this strategy it is evident that differentiation is highly promoted in the strategy daily five.

When talking about differentiation it is common to believe that in a class of 20 students the teacher should handle 20 different levels. About this idea, Carol and Tomlinson (2001. Pp. 2) state that “While it is true that differentiated instruction offers several avenues to learning, it goes not assume a separate level for each learner”

In the following example, the students’ artifacts, it is observable that even though they all had the chance to move into different activities, at the end of the class everyone had the same opportunity to develop the same skills.

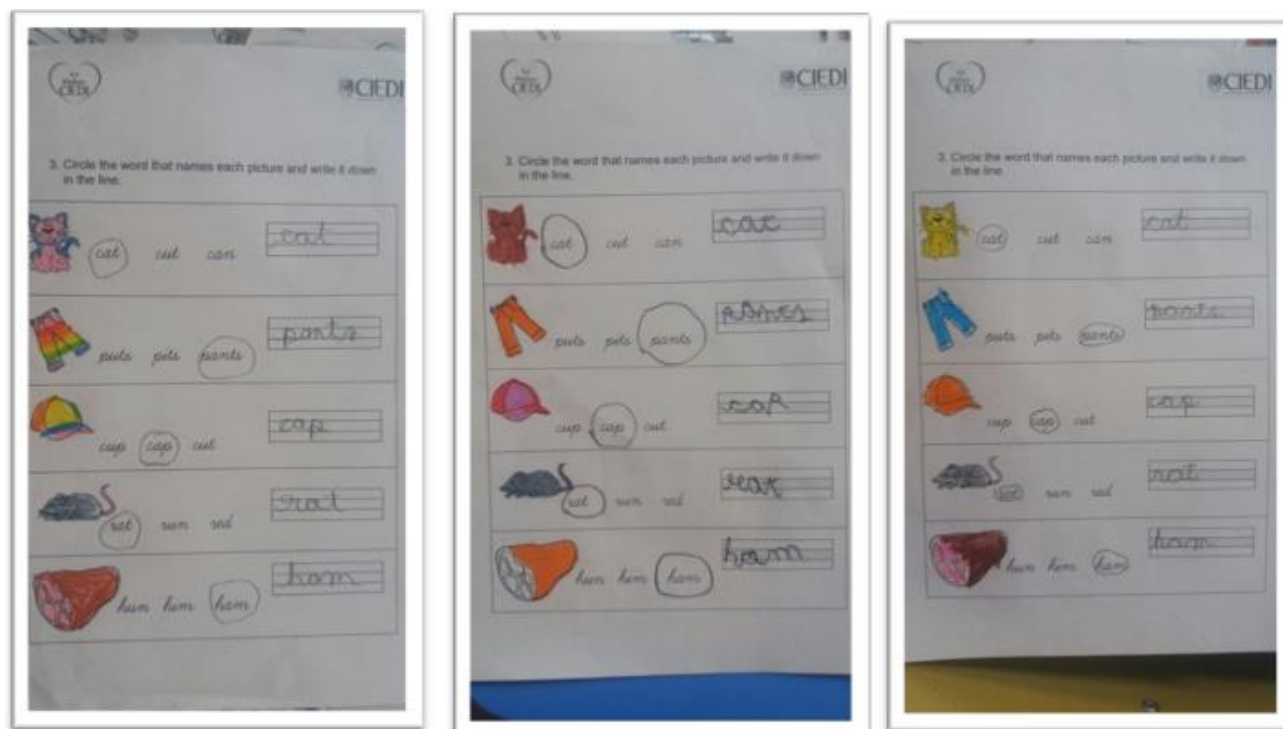


Image 6. Students' artifacts

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

In this school, students use a binder they call portfolio to record students work and progress. They do not use notebooks neither English books. In the previous picture there are three samples from three different students from the same level (transition); through this image it is evident that there is not a separate level for each learner, each student had to read and write the correct (c.v.c) word according to the picture. What is seen with this image and the five above is that children were able to approach to language in many ways facing different challenges; however, every student had to achieve the same goal.

A variety of skills are developed with the use of differentiated instruction. It goes beyond the improvement of literacy skills as it is described in the following declaration: “Teachers who differentiate instruction quickly point out that, if anything, they exert more leadership in their classroom not less” Carol A, Tomlinson, 2001, Pp 2.

In the collected data the way teachers promote leadership is reflected in the class observation as well as in the interviews. The following are some notes taken from the class observation in the second question:

❖ What do students do in class?

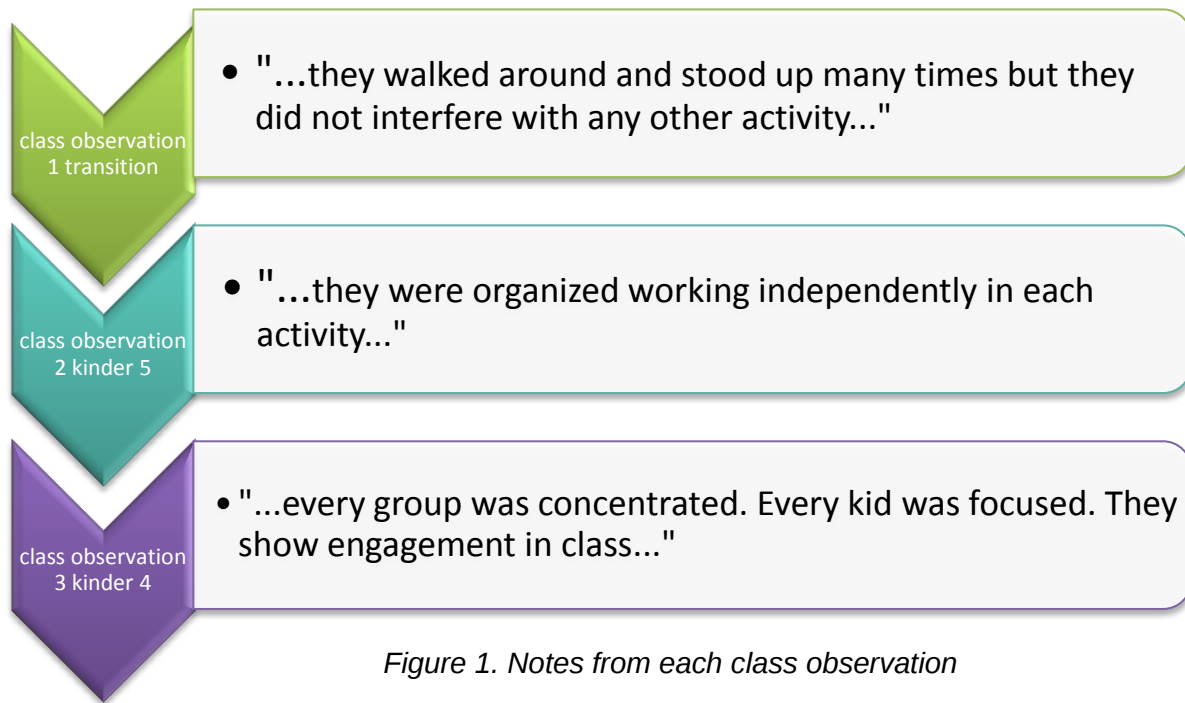


Figure 1. Notes from each class observation

The notes from above show that no matter that each group of students in every classroom worked by themselves they preserved: organization, engagement, discipline and independence. Qualities required when promoting leadership.

When students worked by themselves in small groups they were usually monitored by another student from the team; in other classes everyone in the group had a role with specific duties they followed. That varied according to the instruction given.

Through the interviews it is also evident that teachers consider leadership as part of becoming independent. A teacher from kinder 4 pointed that “the strategy makes students

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

very independent and interest in their own process for acquiring literacy skills. A teacher from transition considers independent learning is one of the fortresses of this strategy.

In regards to group organization differentiated instruction points that “A Hallmark of an effective differentiated classroom, by contrast, is the use of flexible grouping, which accommodates students who are strong in some areas and weaker in others” Carol A Tomlinson, 2001, Pp 7. This is evident in the following picture

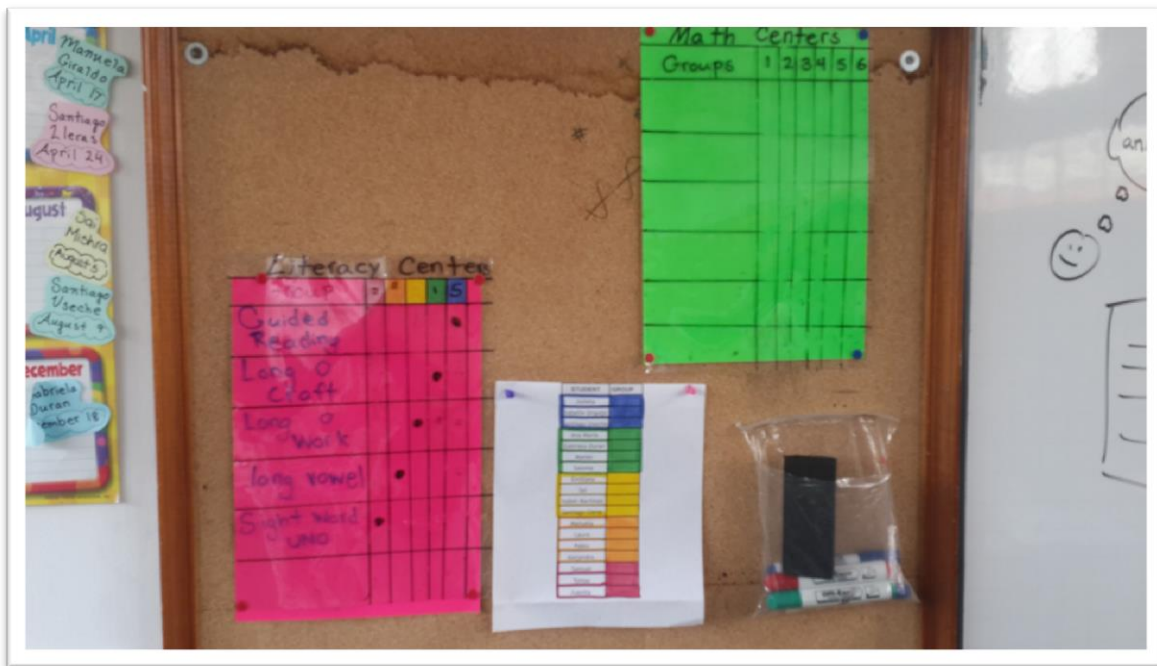


Image 7. Class observation

In the previous image the teacher had three charts. The chart in the middle is the way she organized her students. For this particular class she took into account students' reading level and grouped them using colors (blue, green, yellow, orange and red). Even though all the members of each group had a homogenous level in reading their level in

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

spelling, writing and/or speaking was different, providing them the opportunity to learn from the interaction.

The second category has to do with a term that has changed through time. This term refers to the skills that are required when reading and writing. It was first used as reading readiness and it involved the maturation theory and the experimental readiness. However, after many researches, this term has changed into “Emergent literacy” with variations in its meaning. Lesley, M Morrow (2000), holds that “reading and writing development begins long before children even reach kindergarten”. However, this research describes the way emergent literacy is formally developed in kindergarten. Labbo & Teale, (1997) Point that “Reading and writing instruction are embedded in the daily activities of the classroom in shared reading and teacher read-alouds, in children’s play and in learning center activities” Based on this statement it is visible that daily five provides the elements aforementioned. Shared reading is observable in the following picture

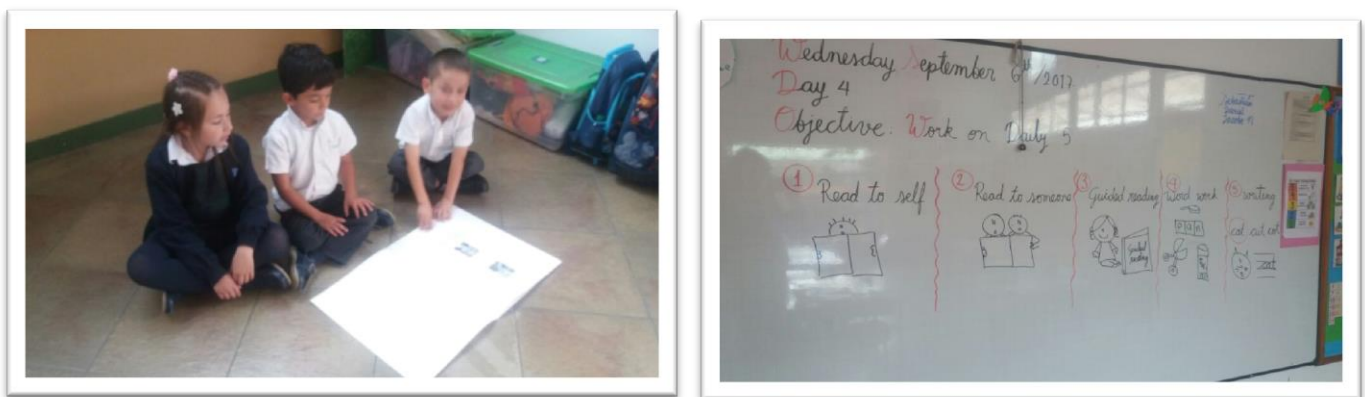


Image 8. Class observation

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

In daily five the shared reading is known as: read to someone. In the previous image a group of student read a big book made by them previously. They had the chance to read to each other practicing: intonation, vocabulary pronunciation and fluency.

Another element mentioned above was teacher-read-aloud, an example of this in daily five is known as: “work with the teacher”. In almost every observation the teacher was reading aloud in this center; using books from the platform: reading a though z, it is also evident in the notes from the observation of the classes:

✓ What does the teacher do in class?

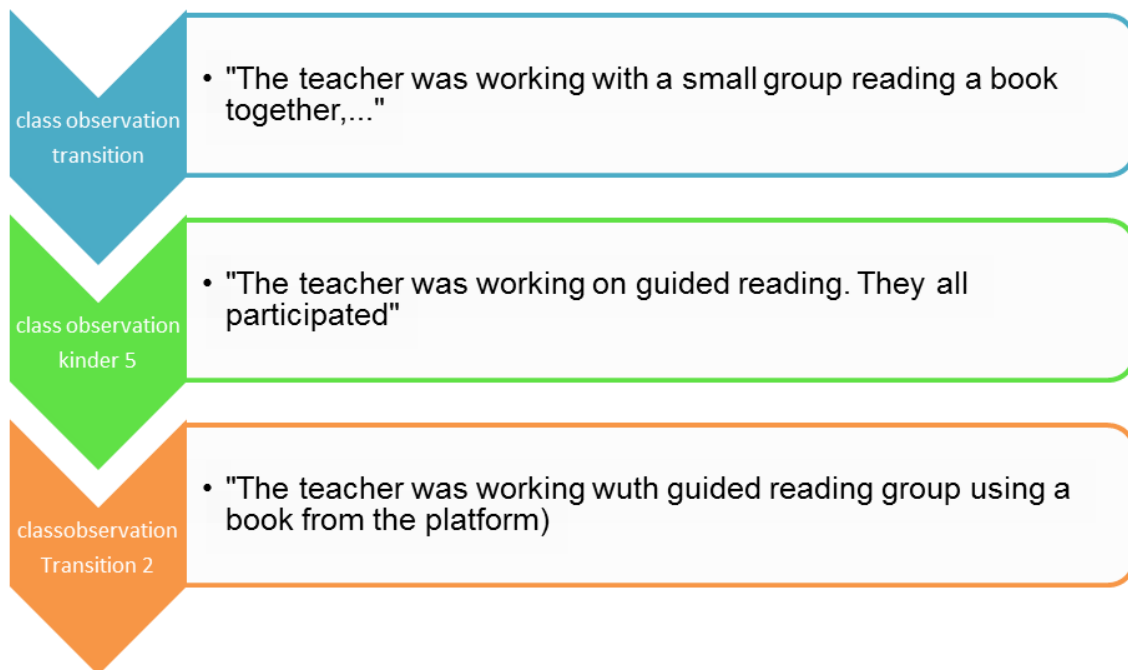


Figure 2. Class observation notes

A common feature in the classes observed was that the teachers worked in a center called: guided reading, where the teacher guides students' reading by modeling the way to do it and then allowing them to do it by themselves.

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

Lesley M, Morrow emphasizes that reading and writing starts before kindergarten, with this affirmation the role of the family is highlighted. Morrow & Paratore, 2001, Pp 194. Mentioned: “[I]t is clear that if we don’t attend to the home when we discuss literacy development , whatever strategies we carry out in school we will never be completely successful. Schools need to view family literacy as part of the curriculum”.

Student’s background provides the elements that influence the learning process. For this reason, the school has a strategy in which families are involved in order to promote reading at home. Evidence of this is seen in the images bellow:



Image 10. Literacy bags. Class observation

kinder 4 students receive a “literacy bag” each week, It is not mandatory to do all the activities, however, most of the families participate. Each bag has a different topic and they rotate having each kid the chance to have them all by the end of the year.

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

Inside the bags there are books, handcrafts, games and activities suggested.



Image 11. Literacy bags. Class observation

In kinder 5 and transition the strategy continues but this time they use a reading log.

They do not have literacy bags because they can read from sources they have at home as well as from books from the platform: reading A through Z. the following image is a picture of a reading log from a student from kinder 5.

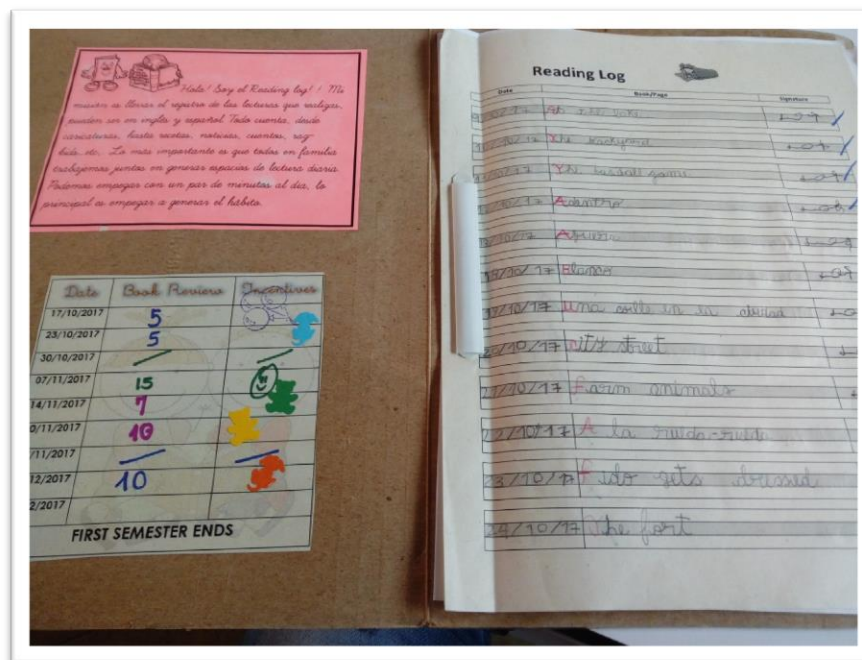


Image 12. Reading log. Artifacts

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

With this type of activity parents are much more involved and students create an emotional connection to reading because it becomes a good excuse to share with the family.

When talking about emergent literacy and its development it is necessary to mention the impact of the environment. Historically authors had mentioned the importance of two things: The organization and the materials that could raise literacy. Montessori, 1995 advocated a carefully prepared classroom environment to promote independent reading and recommended that each kind of material in the environment have a specific learning objective” Lesly, Morrow, 2001, Pp 97.

In terms of organization and materials, the school has stablished a protocol about classroom design. The coordinator gives every teacher an outline with the things the classroom should have. The following image is the format each teacher takes into account when organizing the classroom.

Teacher Name/Person Doing Observation Assessment: Claudia Jasso
 Homeroom Teacher's name: Astrid Cyato
 Classroom: TP-B Date: 15-03-2016

What do you not think the observation should look for...

		Yes	In Process	No	N/A
COINTEGRATED					
1. Reading Corner	UDT books	✓			
	Spanish/English Reading Plan	✓			
	Big Books	✓			
	Students Books	✓			
	Label	✓			
2. Exploration Corbier	Manipulatives	✓			
	Counters (linking cubes, tiny toys, marbles, tiles, etc.)	✓			
	Games	✓			
	Other (costumes, toys, etc.)	✓			
	Label	✓			
BULLETIN BOARDS					
1. Word Wall (English/ Spanish)	Label	✓			
	Alphabet Chart	✓			
	Flash- cards (topic)	✓			
2. Unit of Inquiry wall	Transdisciplinary Theme	✓			
	Central Idea	✓			
	Key and Related Concepts	✓			
	Questions of Inquiry	✓			
	Lines of Inquiry	✓			
2.1 Evidences	Provocation/ Tuning in to students' thinking	✓			

Image 12. Classroom outline. Class observation

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

The components that impact the most the literacy development are:

Word wall: They have a place to paste the alphabet with images related to the sound they are learning and the vocabulary learnt.



Image 13. Word Wall. Class observation

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI



Image 14. Word Wall. Class observation

Classroom's labels: every single thing in the classroom is labeled. So students can read anytime the supplies names in English.



Image 15. Labels. Class observation



Image 16. Labels. Class observation

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

Morning routines: it is evident that they follow routines in English about days, weather, and schedule. Those visual aids support the process carried during the classes. It is a way to become language part of the daily life.

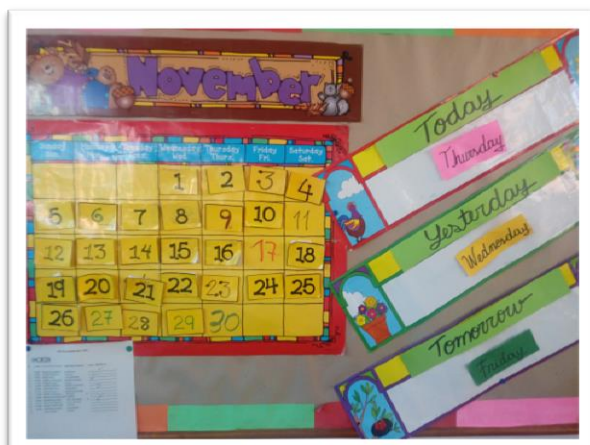


Image 17. Routines. Class observation



Image 18. Routines. Class observation

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

Reading corner: It is a place where books are available for kids. They use cushions to make it friendly. They also have the instructions of the centers related to reading. Students are allowed to choose the book they like.



Image 19. Reading corner. Class observation



Image 20. Reading corner. Class observation

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

Each of the previous elements contribute to the development of literacy because it makes part of the daily routine in a natural way.

After checking the role of the surroundings in the literacy process, it is time to check those specific skills that are developed in the school with all these strategies. There have been established 3 main elements according to the national level Fountas & Pinnell, 1999, Pp1. Those are: 1. Phonological awareness. 2. Orthographical awareness. 3. Word learning in reading and writing.

Daily five develop those three elements, in the following way:

- ✓ Phonological awareness: This is worked in the center called listen to reading.

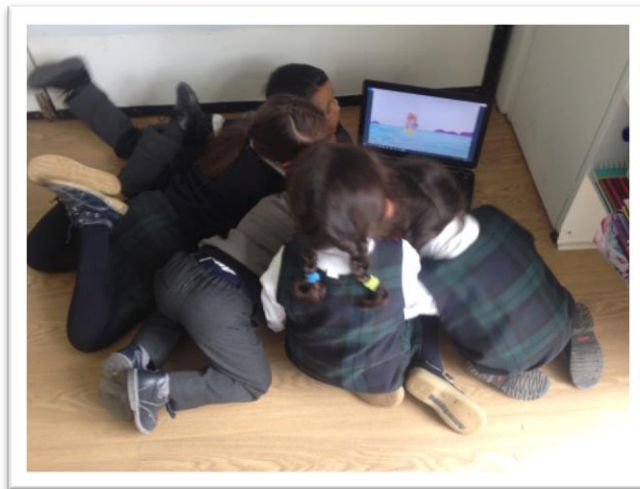


Image 21. Classroom observation.

In the center called listen to reading students usually observe videos about phonics: beginning sounds, vowels, etc.

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

Orthographical awareness: is introduced in different ways according to the grade. In kinder 4 students work the whole year in the recognition of beginning sounds (alphabet), identifying visually the correct letter and then starting to write it. In kinder 5 students review beginning sounds but also include ending sounds and c.v.c words using spelling but in a phonetical way. In transition students are able to start writing sentences following a given pattern (capitalization etc.); they learn short and long vowels sounds. While developing orthographical skills they are also including writing and reading. An evidence of this in the following images:



Image 22. Class observation.



Image 23. Students' artifacts.

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

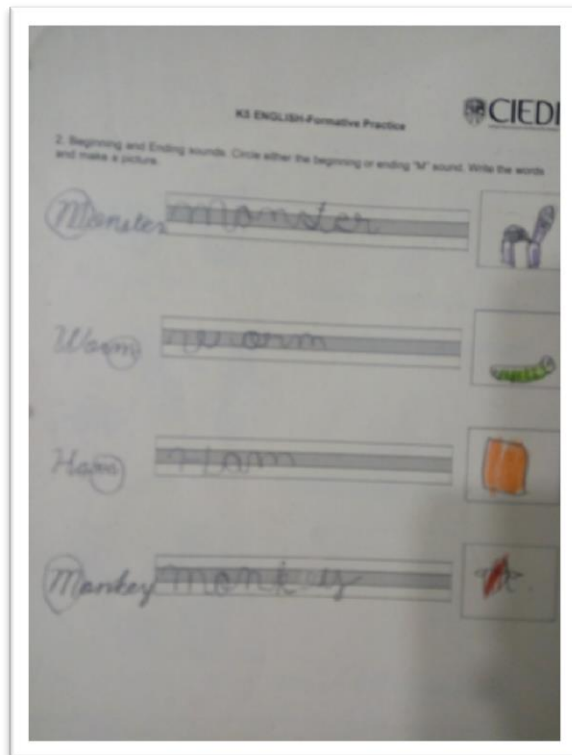


Image 24. Students' artifacts.

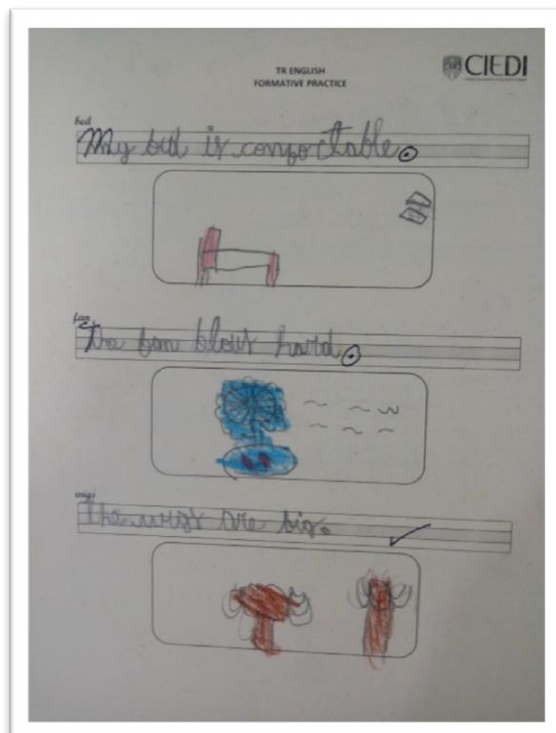


Image 25. Students' artifacts.

Word learning in reading and writing: it is evident that the school standardized the same templates for writing. The line each group follow goes from the thickest in kinder 4 to the regular size for transition. They all are introduce to cursive writing, however if there is any student with a well develop writing in print his/her documents are in print also. They respect each student process.

It is also evident that students do not follow any book; they use worksheets that are designed by the teachers according to the level of the students, providing more meaningful opportunities for learning.

Finally, it is important to highlight that the development of one of the skills does not exclude the others. In other words, when working on phonics, a skill such as reading is also developed. The literacy skills work all simultaneously.

Conclusions

The description of a strategy used in this school called daily five was the starting point for this research. In the process of collecting data and analyzing information it was evident the necessity of going further the strategy above mentioned because relevant information came out during the process of analyzing data.

First of all, it is important to mention the impact that other activities besides the strategy have in the learning process of early literacy development. Even though, the strategy is adapted to the level of the class and it's standardized for the preschool section

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

there were found that the school simultaneously has established other activities that all together also promote literacy development in a EFL context.

Those activities are: classroom arrangement. This school has established an outline in order to provide an environment that encourages learning making it part of the students’ daily life. It is a vivid environment; the school supports this idea based on the Reggio Emilia philosophy in which the environment is considered as the third teacher. Reggio Emilia (1940). For this school the classroom is not “decorated” by the teacher. Rather than decoration to make it beautiful the teachers uses the classroom as a tool for supporting learning. So it is arranged following certain directions and students work should be exposed all the time.

Another important activity that is not include in the class strategy but that is also important in the process of literacy are: the literacy bags and the reading logs, created with the purpose of involving parents in the process of reading trying to stablish a reading habit since little.

While checking student portfolios and artifacts it was evident the way worksheets are design. The school has established in the language policy the way worksheets have to be design. Taking into account the size and the type of the font as well as the size of the lines where students are encouraged to write. Using their own dictionaries based on the vocabulary required for the year it’s also an additional activity that plays an important role in the literacy process.

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

In terms of the strategy itself it is important to mention that each center provides different ways to approach to reading and writing. It allows students to be exposed to different type of skills. This means that working on a differentiated instruction does not mean that a visual learner will only develop visual activities; this means that students had to face different experiences in which they have the chance to increase their natural skills as well as to develop those that are not as fluent as the other ones. In summary, the combination of all those experiences provides students more opportunities to succeed.

Being successful in something increases our self-esteem. That is the same feeling kids experience when they are able to be more independent thanks to learning how to read and write. When students feel comfortable in a learning context everything follows much better, that is another big contribution of this way of working, children are engaged to the activities so they become more aware of what they are doing. The platform the school uses for English is a good way to keep students motivated to reading, because each student can go as fast as they can and it always becomes challenging.

Before starting the class observations there was something relevant in each classroom. Students practiced how to rotate. This means students were trained on the way they are supposed to behave when working in small groups. Before actually having formal class observations it was evident that teachers encourage children to work in small groups in simple games that were not necessary related to literacy; the main objective was to teach children how to work by themselves developing skills such as: self- control, problem solving, organization, following instructions, etc. These skills facilitates working in centers

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

otherwise classes become a mess, students always need to know what to do, how to do it, and what to do when they finish. This encourages independence.

The role of the teacher is vital; teacher should develop skills in organization and planning in order to provide students with meaningful activities that engage them enough to work by themselves. Teachers as well need to be dynamic and creative, applying this type of activities requires commitment and dedication taking out the teacher from the comfort zone.

In conclusion, the school has developed a variety of activities that are all related and complement each other for the purpose of the early literacy development. The strategy used in the classroom promotes the development of different skills that go beyond reading and writing it also provides opportunities for children to be more active in their own learning process no matter the age.

Implications

There are different ways in which this research can go further for future projects: one way is to implement this strategy in another context a measure through a standardized test the progress of the students. As it was shown during the project this strategy is being used only ESL contexts with student over 6 years old. Therefore the implementation in a different context no matter the age is always an opportunity for a good research project.

While developing the project there was another idea that can be developed for this specific context or for other similar contexts. It has to do with the type of letter children are introduced to. This school encourages children to write in cursive. However, the majority of

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

print sources are in print letter. A project about which letter best support the literacy learning process in preschoolers could be a great option.

Independence or autonomous learning is another concept that can be described. During interviews and some observations this concept was partly mentioned it is a good opportunity to describe if independence is actually promote or how autonomous learning is developed through the literacy centers in the strategy daily five.

There last proposal for further researches has to do with students that always go further. In other words, centers can support students with difficulties but students that easily understand and finish fast because they know how we can keep them involved in this type of centers. Rather than being monitors of class helpers.

References

Boushey Gail & Moser Joan. (2008). Daily five and CAFÉ. Retrieved from

<https://www.thedailycafe.com/daily-5>

Dunst Carl, Masiello Tracy, Robyak Anya, Roper Nicole & Trivette Carol M. (2007)

Mapping the Contemporary Landscape of Early Literacy Learnin. Volume 1.

Center for Early Literacy learning CELL review.

Fountas, I. C., Pinnell, G. S., & Reading Recovery Council of North America, C. O. (1999).

How and Why Children Learn about Sounds, Letters, and Words in Reading

Recovery Lessons. *Running Record*, 12(1), 1-6,10-11,13-14.

Strickland, D. S., Morrow, L. M., & International Reading Association, N. D.

(2000). *Beginning Reading and Writing. Language and Literacy Series*.

Tomlinson Carol & Mc Tighe Jay. (2006). *Integrating Differentiated Instruction +*

Understanding by Desing. Alexandria, Virginia USA: Association for Supervision

and Curriculum Development (ASCD)

Tomlinson Carol & Demirsky Susan. (2000). *Leadership for Differentiating Schools &*

Classrooms. Alexandria, Virginia USA: Association for Supervision and Curriculum

Development (ASCD)

Early Literacy Development In EFL Preschool through “*daily five*” strategy at CIEDI

Tomlinson Carol. (2001). *How to Differentiate Instruction in Mixed-Ability Classroom*.

Second Edition. Alexandria, Virginia USA: Association for Supervision and

Curriculum Development (ASCD)

Yin Robert K. (2003). *CASE STUDY RESEARCH Desing and Methods*. Third edition.

Washington, DC. Applied Social Research Methods Series.

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

Annexes

Class observation:

Date: _____

Topic: _____

Time: _____

Materials: _____

Teacher: _____

Goals of the class: _____

How does the class start?

How is the topic/activity introduced?

What do students do in class?

What does the teacher do in class?

How does the class finish?

Class observation

Observation
Daily five strategy
Date: March 2017
Topic: Long vowel /oi/ sound
Time: 9:00 a.m Group: Transition (6 years old)
Materials: Ladder game, flash cards, handcraft copies, book, dictionary.
Teacher: Jenna Abriola
Goals of the class:
To practice long vowel sounds
To identify rhyming words
To classify words according to the vowel sound (long, short)
To read words correctly
How does the class start?
The teacher spent few minutes checking students understanding of each station.
The stations were named as: *guided reading*, Short vowel o, long vowel o, sight word, *work with the teacher*. All students moved around the classroom in an organized way knowing what they had to do.
How is the topic/activity introduced?
Each group knew the way each activity worked. There were organized in groups of 5 and just one group was working with the teacher. As soon as the explanation was given every student went to the activity they were supposed to be and started the activity.
What do students do in class?
Each group was working in *different activities* one group was classifying words according to its sound in two groups (short vowel, long vowel sound). Then they wrote it. Every student had the chance to participate, they were organized and they respect their turns. However, students used Spanish to communicate each other they used English when reading the words.
Another group of students were working on three different handcrafts, these crafts were related to vowel sounds. Each student had the opportunity to choose one from the three to make. They were very organized and independent, after choosing the craft they by themselves search for the materials that were organized and label

Handwritten notes in blue and green ink:
- stations: *guided reading*, *work with the teacher*, *independent work*
- *phonics* *book*
- *guided reading* - must that teacher
- *work with the teacher*
- *independent work*
- *searching in the class*
- *participate* *book* *book* *book*
- *long vowel sound* *short vowel sound*
- *writing development* *in class*
- *Trans*
- *searching* *comprehension* *comprehension*
- *by the teacher* *reading* *comprehension*
- *independent*
- *Students* *participate*

Class observation

Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

Interview's questions:

How does the strategy daily five work?

How long have you applied this strategy?

In your opinion which are the strengths of this strategy?

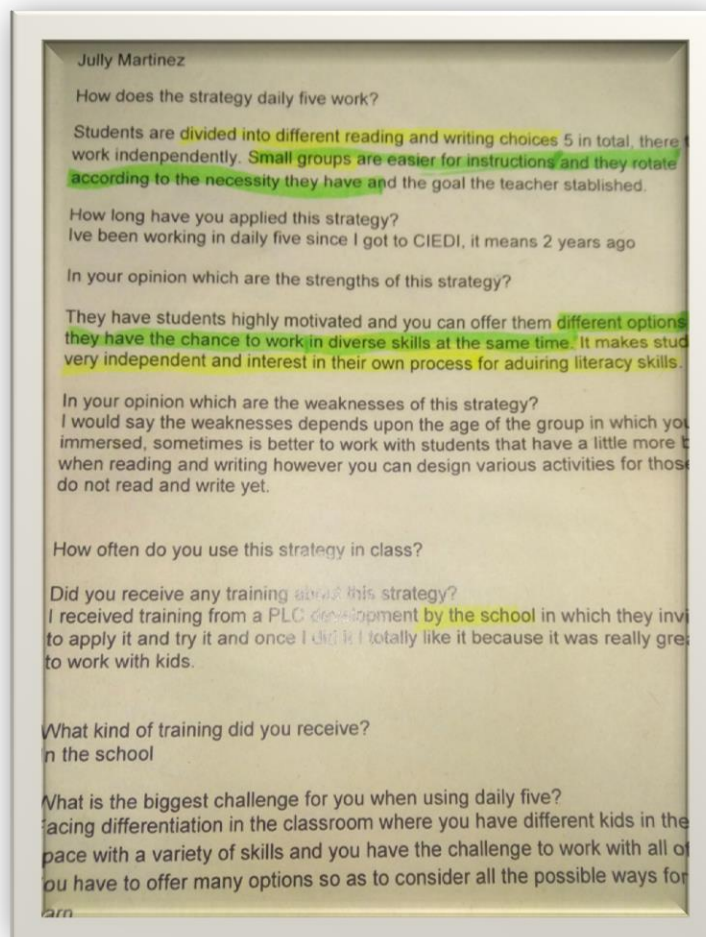
In your opinion which are the weaknesses of this strategy?

How often do you use this strategy in class?

Did you receive any training about this strategy?

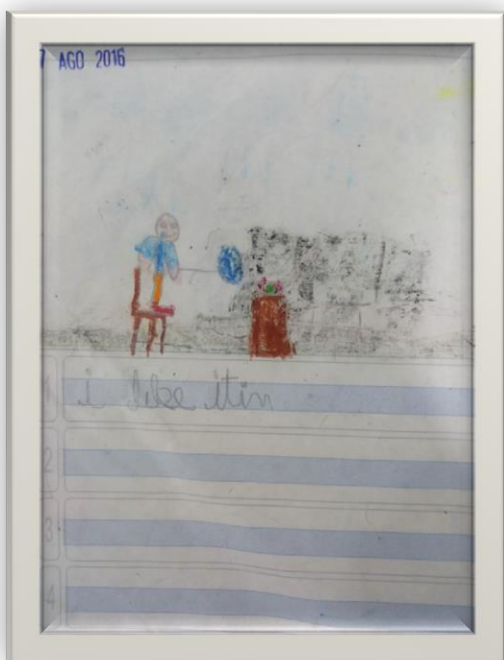
What kind of training did you receive?

What is the biggest challenge for you when using daily five?

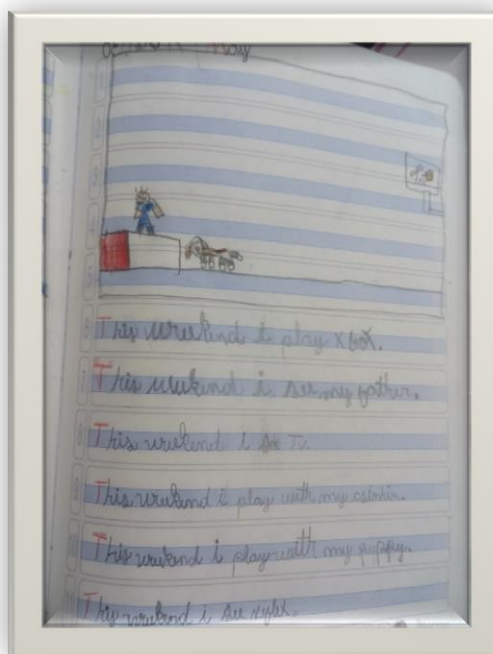


Early Literacy Development In EFL Preschool through “daily five” strategy at CIEDI

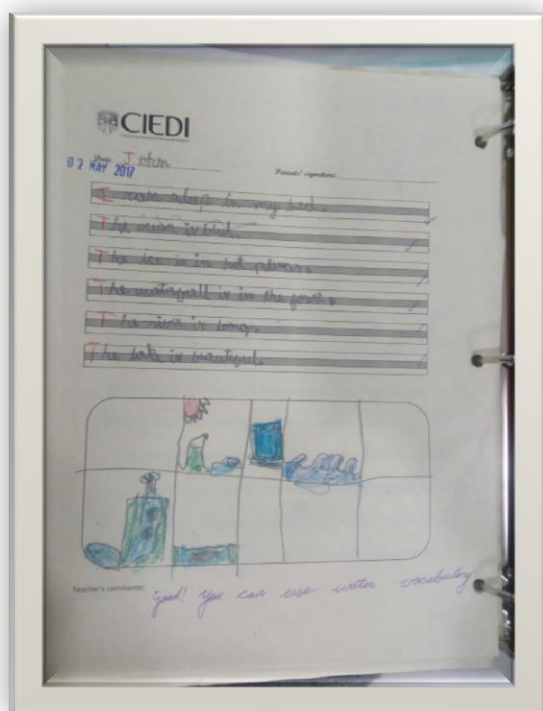
Students ‘artifacts:



Journal



Journal



Portfolio



Portfolio