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[EXPLORING 6 STUDENTS' BILINGUAL LITERACY
PROCESSES IN THE TRANSITION BETWEEN
KINDERGARTEN AND PRIMARY SCHOOL IN MEXICO]

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Exploring six students' bilingual literacy processes in the transition between Kindergarten and Primary school in Mexico

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Abstract

Using a sociocultural perspective, this Master's thesis explored 6 students' literacy development in a private bilingual school in central Mexico. Based on Ferreiro's and Teberosky's (1979) stages of writing development in Spanish, Gentry's (1982, 2000) in English and Rubin's and Galvan's (2005) in bilingual Spanish-English speakers stages of writing development (Rubin & Galvan 2005 p. 736), this study analyzes students' transition between kindergarten and primary school. The findings indicate: 1) all the children, in this study, could reach either a syllabic or alphabetical stage in both languages at different rhythms and paces using different tools and support, 2) these children could reach either a syllabic or alphabetical stage in both languages simultaneously without affecting either acquisition process significantly and 3) these children's family context affected their linguistic development considerably. Children whose parents had higher degrees tended to be more successful in school. This study's main pedagogical implication is that there is a need to raise English teachers understanding about the importance of this transition especially in bilingual contexts as well as to raise their awareness about the differences in rhythm and pace of each child's bilingual literacy processes.

KEY CONCEPTS: Literacy, bilingual, transition, phonological and phonemic awareness, constructivism, literacy stages, L1, L2

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CHAPTER 1: INTRODUCTION

1.0 General Introduction

1.1 The significance of the topic

1.2 Context of the research

1.3 The background of the researcher

1.4 Research location

1.5 Principal aim of the research

1.6 Research Objectives

1.7 Research Questions

1.8 Conclusion and Thesis Overview

CHAPTER I: INTRODUCTION

1.0 General Introduction

Research on the development of young children's bilingual literacy competences in an EFL context has been limited in Mexico. Nonetheless, there are studies in other countries (Brisk, 2011; Escamilla, 2010 among others) which compare children's literacy strategies in ESL contexts in both languages and conclude that they are similar. Fitzgerald cited in Brisk (2011 p. 37) summarized, "the existing research on L2 writing and concluded that the evidence indicates that the development of writing in young L2 writers does not differ much from writing development of native speakers of English". Children who learn to read and write in Spanish at home, at school do not have to start from the beginning when learning to read in English. As stated by Lanauze and Snow (1989, p. 337 cited in Ernst & Mulhern 2003 p. 2), "Language skills acquired in a first language can, at least if developed beyond a certain point in first language, be recruited at relatively early stages of second language acquisition for relatively skilled performance in L2, thus shortcutting the normal developmental progression in L2".

There is, however, an ongoing debate on the best age to start the foreign language learning literacy process. For some researchers, the best age to start learning a second language reading and writing skills is when learners are children. Lightbown and Spada (2005, p. 25) argue that studies have demonstrated the lack of evidence that learning two languages slow down children's linguistic, cognitive or academic development; some studies in South America state that the learning of a foreign language in this case English has negatively affected the students' Spanish literacy development. Ordoñez (2004, p. 450) argues that "students in bilingual artificial context do not develop neither same language skills in Spanish nor English as monolingual students do in their first language". This

Colombian researcher claims monolingual students in fact are more proficient. “Students in a bilingual immersion program did not speak English easily, naturally or willingly. They often showed actual resistance to using it, and instead of English they used something like Spanish with English words” (Ordoñez, 2011, p. 149).

Furthermore, children face other situations in their learning process, once they are in the transition from preschool to primary school. Children are exposed to so many changes that may affect their learning process. Dunlop and Fabian (2002, p.148 cited in Vrinitioni, Einarsdottir & Broström, 2006, p. 3) define transition as “being the passage from one place, stage, state, style or subject to another over time.” Related more specifically to early childhood education, transition can be defined as “the time between the first visit in the new educational context and the final setting” (ibid p. 3). Solovieva and Quintanar (2008, p. 21) state that the transition from preschool to primary is an important stage in which children undergo their brain maturity in the morphologic and functional aspects. Socially, children are exposed to significant changes such as; new children, new schedules, and school activities. Therefore, this transition period becomes an important stage in children lives because it can be a critical factor in determining children’s future progress and development (Vrinitioni, Einarsdottir & Broström, 2006, p. 3).

In bilingual English instruction programs worldwide, young children start their second language learning along with their first language learning because these schools base their work on the belief that there are not any limitations to learn both languages even in the transition to elementary school. Children in bilingual schools start their Spanish literacy process in the first grade of kindergarten and then gradually at the middle of third grade they start their English literacy process. In Mexico, up to now, English-Spanish bilingual education has become an urban, middle-class, private school phenomenon. Many

private schools have been created and adapted their English as a foreign language programs into English bilingual programs. They offer an immersion model, offering 50% Spanish and 50 % English of instruction in each language. In this kind of bilingual model, students use English from kindergarten (from four or five years of age) to high school, mostly for academic purposes in the areas of Science, Mathematics, Social Studies and Language.

Some research in bilingual education has been developed in United States focusing in immigrants' experience through learning English and the first language influence in such process; however there is a lack of evidence in research on EFL bilingual schools and the experience students face when learning English in a non-English speaking country.

Thus, in this investigation, I study six students' literacy processes in the transition to primary school in a private bilingual school in order to analyze children literacy experiences at school in a bilingual EFL context. So the primary aim of this study was to explore the students' biliteracy processes during a year in order to understand these practices and the influence of the constructivist "EFL literacy program" for kids between five and six years old in their last year in kindergarten and beginning their first year in elementary school.

1.1 The significance of the topic.

This study is significant because it explored the children's learning literacy processes in the transition from kindergarten to elementary school by observing and analyzing their L1 and foreign language learning processes. It is also significant because it will help to understand the problems children face during the transition from kindergarten to elementary school. This understanding will hopefully help the institution to enhance the

teaching of EFL reading and writing to young children and improve the literacy program in order to disseminate these teaching practices to other bilingual institutions.

1.2 Context of the research.

There are few studies related to children's literacy acquisition in bilingual context in Mexico. These include young children literacy process in the transition to primary school. Solovenia and Quintanar (2008, p. 19) state that "the end of preschool and the beginning of primary school is a critical stage in children development because children face different changes in their brain maturation".

Literacy has been defined from different perspectives and researchers have their own point of view. From a cognitivist point of view literacy is defined as "a psycholinguistic process including letter recognition, encoding, decoding, word recognition, and sentences comprehension (Brisk & Harrington, 2007 p. 2)". "Universal Grammar offers the best perspective from which to understand second language acquisition" (White, 2003 cited in Lightbown and Spada, 2005 p. 35) . From the socio-cultural perspective Hamer and Adams cited in Hamer (2005, p. 71) define literacy as "The experiences, practices, attitudes and knowledge encountered in their early years across a range of settings which contribute to children understanding, enjoying, engaging with and using oral, visual and written language and symbols of their own and other cultures to express their individual identity and allow them to become active participants in a literate society".

Researchers in literacy learning state that phonemic awareness play an important role in the reading and writing acquisition. Phonological awareness is defined as the "sensitivity to the speech, including recognizing rhymes and alliteration; being able to

blend sounds together to form words, being able to break words down into the sounds that make them up.” (Griffith and Beach, 2008 p. 45).

As mentioned above, this study explored six children learning biliteracy processes in the transition between kindergarten and primary school. “Students acquiring literacy in two languages simultaneously may learn literacy skills through either and then apply them to the opposite language” (ibid, p.5). It explored the influence of first language literacy processes towards the second language in a bilingual program. Within the wider literature and associated theories, this study incorporates several areas such as; preschool education characteristics, children’s learning strategies, English and Spanish literacy learning processes in young children, phonological awareness influence in the process as well as the transition between kindergarten and primary school.

1.3 The background of the researcher.

I am passionate about language teaching; I enjoy teaching and sharing with others my experiences at this job. At present, I am coordinating the English department in a private institution (the research site). This position has made me get involved in the English program at different levels in order to offer students better opportunities and the tools to become proficient in English. Since I started as an English coordinator, I have been committed to teaching young children. I have followed and observed these students’ performance through their language learning. This study helped me to understand students’ literacy practices in the transition to primary school, and the problems children face in this transition process.

1.4 Research location.

This study was a longitudinal case study of a group of 6 children, students' work, students' literacy grades in Spanish and in English, teacher interviews and results of a standardized test along a year. The study was carried out in a private bilingual kindergarten and elementary school in central Mexico. This sort of bilingual institutions expect children to fulfill their Spanish literacy process at the middle of third grade of kindergarten, and to start their English literacy process.

1.5 Principal aim of the research

The aim of this research was to study children's bilingual literacy processes in L1 and EFL in the transition between kindergarten and primary school. This study explored how the learning environment affects these children's reading and writing acquisition processes. This research attempted to understand literacy acquisition in English and its relationship to literacy acquisition in Spanish. Finally, these research findings will probably have pedagogical implications for the literacy program further explained in chapter five.

1.6 Research Objectives

This study will fulfill the following objectives:

- To explore 6 children's literacy work, grades and assessment with a standardized test in both languages.
- To observe 6 children's transition process from kindergarten to elementary school.
- To interview both English and Spanish teachers involved in the children's literacy processes to understand these processes more in depth.

1.7 Research Questions

To accomplish the principal aim and the study objectives, the following research questions were developed to guide the research:

RQ1: What do five to six years old Spanish speaking children's English literacy development processes in the transition between kindergarten and primary school indicate?

RQ2: How do these children's L1 literacy development processes influence their L2 literacy development processes or vice versa?

RQ3: What does these children's phonological awareness in English indicate about their literacy development?

1.8 Conclusion

This chapter presented the overall research plan and the wider context of the study. The location, participants, and the research approach were mentioned. The following chapter introduces the preschool education's aims and standards in Mexico, active learning aims, the bilingual school context in central Mexico and High Scope curriculum characteristics. Chapter 3 discusses issues such as literacy and biliteracy definitions, phonological awareness and literacy development in L1 and L2 and approaches in Second Language Literacy learning to young Children. Chapter 4 describes the research location, participants, data collection procedures and analyses in more detail. Chapter 5 describes the results of the data collection, and Chapter 6 concludes the study with a general discussion of the results, study implications and contributions, suggestions for further research, and final comments.

CHAPTER TWO: THE BILINGUAL SCHOOL CONTEXT

2.0 Chapter Overview

2.1 Basic Education in Mexico

2.1.1 Preschool education aims

2.1.2 Elementary School aims

2.1.3 Basic education standards and the bilingual program.

2.2 High Scope Curriculum

2.2.1 Active learning

2.2.2. High Scope Curriculum

2.2.3. High Scope children assessment

2.3 The Bilingual school in central Mexico

2.3.1. Bilingual school characteristics

2.3.2 Bilingual school impact in central Mexico

2.4 Conclusion

CHAPTER TWO: THE BILINGUAL SCHOOL CONTEXT

2.0 Chapter Overview

Teaching English as a foreign language to young children is a challenging task because it depends on how teachers involve children into the learning process considering all the skills to use language for a communicative purpose. Reading and writing skills become an important component of these students' processes. Hayes and Schirier (2000, p. 288) explained that research in teaching young children has shown that working with children to develop literacy skills in a second language influences their acquisition of the first language skills.

As stated in chapter I, this study attempts to understand kindergarten children's literacy practices achieved at school and home. "The focus on language and literacy skills is fundamental, given the growing consensus that children in kindergarten and primary are at a critical time for language and literacy learning" (Dickinson & Tabors, 2001; Lonigan, 2003; Snow & Tabors, 1993 cited in Paez & Rinaldi, 2006).

This chapter mainly introduces the context in which the study was carried out, in order to understand how, both English and Spanish literacies, are learned in a bilingual kindergarten and elementary school context. First, an explanation of the education system in Mexico is discussed to understand the trends in this education system. The policies in the Mexican education system are presented to understand preschool and elementary school practices and the pedagogy suggested by the current basic education program. Since the focus of this study is a bilingual institution, standards in mathematics, science, social studies and language are mentioned as a part of students' learning process. (2.1) Next, the concept of active learning is defined, and a review of the curriculum High Scope is

presented to introduce the setting in which the study took place (2.2). Finally, the concept of bilingual and bilingualism are discussed; the bilingual school program characteristics and the impact of the bilingual English institutions in central Mexico are introduced. (2.3).

2.1 Basic Education in Mexico.

Education in Mexico has been improved in order to achieve the standards that global education demands. Educators in our country have worked to carry out these demands and designed a study plan in which all children become competent in different skills. Education programs in Mexico were designed to achieve world demands and provide children with better opportunities. For kindergarten, the *“Programa de Estudio 2011 / Guia para la Educadora”* was developed to carry out the basis of the education process. To follow up this program the *“Plan de Estudios 2011”* was developed to fulfill elementary and middle high school demands based on competences.

The kindergarten program has been modified through time taking into account as a principal factor teachers' and children' needs. In 2004, kindergarten education program was modified to respond to the world education issues. Approximately around that period of time the *“Programa de Educación Preescolar, 2004”* (PEP 2004) was designed considering a program in which competences played an important role in the program. Educators suggested that “children are asked to achieve different competences through different experiences they are exposed to”.

As time passed and the program started working, educators realized they needed to improve and update the preschool program to make it stronger and fulfill the world's education standards. Educators took into account students' needs and different ways of learning. They attempted to develop a program in which children would become competent

to act and react to different experiences. The main aspects which were taken into account to develop “*Programa de estudio 2011*” were the social and linguistic factors, the cultural diversity in our country, and the learning experiences students from kindergarten are exposed to in the school environment. Therefore, the principal aim of this program is to recognize the preschool education as the basis of children’s education process, (*Plan de Estudios, 2011*). Clark (2008 p. 182) argues that “Preschool education is absolutely essential for children development. The preschool years of child is the period of its maximum learning and intellectual development and hence of gross potential and educational significance”. This program was designed to allow teachers to carry out activities that are in children’s context, and to involve children in a process of meaningfully learning. Ausebel claimed that learning meaningfully implied students had to relate new knowledge to what they already know. Ausebel believed that learning proceeds in a top-down, or deductive manner. (PEP 2004, p. 51).

To follow up this program goals’ basic education in Mexico modified the Elementary school program in order to achieve the life competencies. The “*Plan de Estudios, 2011*” for elementary school developed a program in which pedagogic principles play an important role. The “*Plan de Estudios, 2011*” defines pedagogical principles as the essential conditions to implement a curriculum.

2.1.1 Preschool Education aims

The “*Plan de Estudios 2011*” aims towards independent, creative and flexible students. As the education program states, children in kindergarten are exposed to different learning experiences in which they are able to develop a variety of competences such as the affective, social and cognitive. In the education context, a competency is defined as ‘the

ability to meet complex demands successfully or to carry out an activity or task' and competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity (Rychen and Tiana, 2004 p.21). The main purpose for "*Plan de Estudios 2011*" in preschool education is to promote competences' development and strengths in each child (PEP, 2011 p. 14). According to the program competences taught in kindergarten must be fostered in other levels as in the elementary or middle school. Competences are not acquired in a definite way, they enrich and become stronger through experiences and problems each person faces during their lives (ibid, p. 15).

"Programa de estudios 2011" states that competences must be classified in different fields such as; Math thinking, Social and personal development, World's exploration, Expression to the arts, Physic development and Health and the one this study is focused on language and communication. This organization of areas is well described by Wells (2008 p. 1) who defines language as a system for relating meaning and expression, a system that is universal and innate.

"Programa de Estudio 2011"; which is mainly focused in kindergarten education, structured language and communication items in two blocks; oral and written language. This means children in kindergarten will become proficient in communicating to others in different ways. As children grow, they develop abilities to express themselves and to use language in different ways. According to Lightbown & Spada (2005) "much of children's language acquisition effort is spent in developing their ability to use language in a widening social environment" (p. 8). When children come to kindergarten, they already have a background of the language; children are able to use language in different contexts.

Teachers' work in kindergarten is to recognize children's abilities to communicate in different ways in order to promote and introduce reading and writing skills. (PEP, 2011).

2.1.2 Primary school aims

The *Plan de estudios 2011* for elementary and middle school is mainly designed to fulfill life competences, implement standards for each content area, and learning objectives in order to educate democratic, reflexive and creative students. More specific learning objectives for students in basic education are elaborated in a binding curriculum established at the national level following the Comprehensive Reform of Basic Education (Reforma Integral de la Educación Básica, RIEB), (Santiago 2012, p. 43). The elementary school program aims propose a program based on competencies and implemented standards to achieve PISA goals.

2.1.3 Basic education standards and the bilingual program.

In order to fulfill international demands *Plan de Estudios 2011* established content standards children at different ages must achieve. A standard is defined as the description of what a children must know, must be able to do and the attitudes towards different topics and areas (PEP, 2011 p.14). New & Cochran (2007, p. 757) defined content standards as "the knowledge and skills that the students are to attain at particular points within their early childhood career". This program suggests a list of standards for different areas, since the school where the study was carried out was a bilingual school, some standards in Mathematics, Science and Language were taken into account to develop the English literacy program.

Moreover standards in English as a Foreign Language are taken into account to achieve the school program based on the Common European Framework of Reference for Languages – Learning – Teaching, Assessment (CFE). According to Morrow (2004, p. 8),

the original aim of this framework was to “facilitate mutual recognition of qualifications, and communication concerning objectives and achievement standards”.

After presenting an overview of “*Programa de Estudio 2011*” the definition of competences and standards, I will describe the learning environment in which the study took place and the approach the school follows to teach young children in kindergarten and early elementary school.

2.2 The High Scope Curriculum

This section explains the importance of learning environment while teaching a foreign language based on the principles of High Scope curriculum. Active learning is defined; and an explanation of how the constructivist High Scope curriculum works in a bilingual kindergarten is also presented. Finally, the description about the reading and writing practices in High Scope curriculum are explained.

2.2.1 Active learning

The first image that might come to our minds when we hear the phrase “active learning” is someone doing something. “Current views of learning and development describe children as active meaning – maker rather than sponges that absorbs information, in early childhood education, this process is called active learning” (Griffith and Beach, 2008 p. 2). Hohmann and Weikart (1995 p. 16) states “active learning is the central element of the High Scope Preschool Curriculum. Children learn through direct, hands-on experiences with people, objects, events, and ideas”. Children innate sense of exploring allows them to search ask or identify things that they are interested in. “Learning occurs when children can manipulate and choose materials and can freely use their whole bodies

and all their senses” (Lockhart, 2011 p. 5). According to Hohmann and Weikart (2005, p. 24) “active learning depends on the positive interactions between adult – children”. In High Scope approach active learning is the main actor in the learning process. This main actor works together with adult – child interactions, learning experience, daily routine and assessment. The diagram below explains how these elements are together to develop a learning wheel.

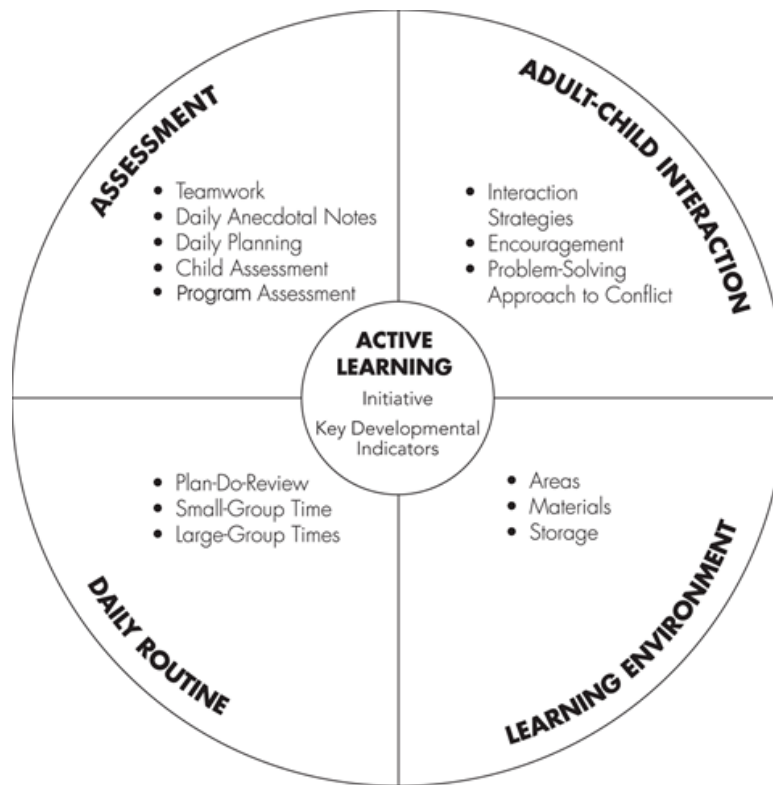


Figure 2.1 Learning Wheel, High Scope®

In an active learning environment, children want to use language. Furthermore, they choose to read, write, and converse with others because they have meaningful things to communicate. Reading and writing take place within a broader context of language development, teachers and parents at home promote this process by supporting and

extending children's emerging interests and by providing varied and stimulating materials and experiences. High Scope recognizes that learning to read and write are two of the most essential educational achievements. In High Scope programs, reading and writing are viewed as interdependent abilities; children learn to read as they write and learn to write as they read. These twin components of literacy—reading and writing—are the gateway to learning and productivity in today's information age. (Epstein, Hohmann, & Hohmman, 2002, p.17).

2.2.2. High Scope

High Scope approach aims children expose to an environment in which they have the opportunity to choose, to decide, and to express their personal point of view (Hohmann and Weikart 1995, p.16). When children are involved in a learning environment they have several chances to decide on their own and select what is appropriate for them.

High Scope is a curriculum developed by David Weikart in United States of America. It first focused on students with low performance at school, and then it was adapted to teach from preschool to grade 3 mainly focusing in children's interests. The High Scope Curriculum emphasizes adult-child interaction, a carefully designed learning environment, and a plan-do-review process that strengthens initiative and self-reliance in children and young people (ibid, p.16). High Scope aims for preschool education to encourage children to be doers and problem solvers, and adults to become partners who share in children's discoveries and guide their learning. For elementary school education High Scope aims to provide active learning experiences in mathematics, language, science, art, social studies, movement and music that match children needs and address appropriate content, skills and concepts in these areas. (Schweinhart & Hohmann, 1992, p.9)

High Scope curriculum engages children to use language to communicate in all different ways and promote reading and writing use in the activities and learning environment. According to Epstein, Hohmann and Hohmann, (2002,p.3) “experiences that prepare children for reading and writing are included in every part of the High/Scope daily routine, and literacy related materials are included in every area of the classroom”. As mention previously, High Scope is an American program which is adapted and developed in Mexico. However, there is no evidence of research in Mexican High Scope schools.

This curriculum has a strong relationship to PEP 2011 aims, as PEP 2011 focused on different competences to develop and achieve, the High Scope K – 3 Curriculum is built considering key developmental indicators (KDIs) as a way of observing children abilities and further evaluation. The KDIs define what adults teach; and describe what children are able to do in different areas, as competences and standards in PEP 2011 suggest. As the High Scope curriculum suggest the KDIs define important learning goals for children. Each KDI is a statement that identifies an observable child behavior, reflecting knowledge and skills in areas such as, language and literacy, math, creative arts, and physical development.

2.2.3 High Scope children's assessment

An important tool for this research was to observe and contrast Spanish and English children's assessment in the “language and literacy” field. The way teachers and principal observed, evaluated and reported to parents their children literacy and other development processes was through daily observation records which focus on the key developmental indicators (KDI's). The instrument High Scope suggests for evaluating and reporting children performance is called Children Observation Record (COR). According to High Scope research foundation (2010), the Preschool COR is an observation-based assessment

instrument for children aged 2½–6 years. It is designed to measure children's progress in all early childhood programs. COR is divided into 6 major categories that are essential for school success: Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (the most complex). The Teaching staff collects anecdotes to complete the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning.

For the institution where the studied was carried out, COR was presented to parents in three different moments during the school year, at the beginning to check how children start, at the middle and at the end to report their progress. This research only focused in observing the “Language and Literacy” category in both Spanish and English areas. (See appendix A). The COR results provide detailed reports that analyze children progress and needs. Once children pass to elementary school, they face other assessment methods in which evaluation card is presented as evidence. According to *Plan de estudios, 2011* evaluation in elementary school is a process in which learning objectives and students' social and physical development are evaluated each two months according to the standards achieved. For High Scope curriculum, elementary school has a program called “Ready schools” in which everything possible is done to assure the success of every child. A ready school helps each child achieve grade-level proficiencies across all areas of the curriculum: academic, social-emotional, and physical learning and development. (High Scope Educational Research Foundation 2009). The school where the study was carried out also presents to parents a “Grading Report” each two months to evidence students' achievements in both areas English and Spanish (see appendix C).

2.3 Bilingual schools in central Mexico

Since education policies in Mexico have been improved, and English as a foreign language (EFL) is required as a part of the basic education system. Private schools focused on improving their school curriculum, and offer their clients a better – quality education creating and designing bilingual curriculums immersed half time in an English environment. Parents seek better education opportunities for their kids; therefore they look for schools that provide tools to face world demands such as bilingual schools. Ordoñez (2004, p. 450), states “some monolingual countries where knowledge of a foreign language is a socially desirable educational outcome, bilingual education is regarded as an efficient way of acquiring foreign languages. In such settings, there may be little difference in status between the native and foreign languages; a type of situation which is likely to lead to ‘additive bilingualism’ (Cummins, 1976; Lambert, 1974 cited in Ordoñez 2004, p. 450)”.

Finally, the concept of bilingual, bilingualism, the bilingual school program characteristics and the impact of the bilingual English institutions in central Mexico is discussed.

2.3.1. Elite Bilingual school characteristics

In English speaking countries, there are so many reasons to become bilingual, and the characteristics of each bilingual depend on the context they live. In non English speaking countries, learning English becomes a tool for better life opportunities at school and work. In non English speaking countries “English – Spanish bilingual schools” are a good option to be immersed in the foreign language in order to become proficient in the foreign language (Ordoñez, 2004, p. 451).

“Bilinguals know more than one language to different degrees and use these languages for a variety of purposes. They may understand, speak, read the language very well or they might be in the process of developing any of the language skills in either of the languages” (Brisk & Harrington, 2007, p.4). “Bilinguals are those who use two or more languages in everyday lives” (Grosjean, 2010 cited in Baker, 2011 p.4). According to Baker & Crawford, cited in Gold (2006, p. 26), “bilingual schools are understood to be schools that promote bilingualism and literacy in two languages as goals for all students.”

In countries such as United States there are different types of bilingual schools depending on community and schools needs. Non speaking countries in Latin America and Europe have adopted bilingual education models developed for their contexts (Ordóñez, 2004 p. 451). Many follow the programs and practices of Canadian immersion and even programs, policies, and accreditation systems used by and for monolingual schools in Europe or the United States (De Mejía, Ordóñez & Fonseca, 2006 cited in Ordoñez 2011 p. 147). But they also follow common sense: if the foreign language does not occur naturally in our social context, creating the need for it at school makes sense. So they set up artificial environments in which the foreign language of interest becomes necessary for communication and academic success through four basic actions: the introduction of the foreign language at the earliest possible age, normally at preschool level and often in partial or total immersion programs (ibid, 48). Schools which commit to the goal of bilingualism in a monolingual context need to find ways to respond to the needs not only of foreign language learning, but of sophisticated development in the first language.

2.3.2 Bilingual school impact in central Mexico.

Mexico faces different bilingual experiences because of its own language diversity in the ethnic communities. There are at least 56 languages with various regional dialects. In addition, there are three major language families among the indigenous languages: Uto-Nahua, which is found mainly in the northern and central part of the country; Oto-Mangue, in the central area; and Mayan, in the central and southern regions. (Cummins & Tamayo, 1994). The public education system seeks for cultural identity acknowledgement to these diverse linguistic and cultural experiences, and to provide them the same education opportunities.

As other Latin American countries, Mexico faces the same world demand situation to provide children better education quality. The primary public school program has been modified making English as a mandatory subject, therefore private schools tend to provide their students with an advanced education, and the demand of “bilingual schools” has increased through time. Ordoñez (2004, p. 450), defines those kinds of schools as “elite bilingual schools”.

2.4 Conclusion

This chapter presented a context overview, in which the study took place, the education system was described, and the curriculum High Scope model and assessment was developed. The next chapter will introduce the theoretical framework and literature review about literacy and biliteracy, the phonological awareness and literacy development.

CHAPTER THREE: THEORETICAL FRAMEWORK AND LITERATURE

REVIEW

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3.1.2 Literacy from a socio-cultural perspective

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CHAPTER THREE: THEORETHICAL FRAMEWORK AND LITERATURE

REVIEW

3.0 Chapter overview

This chapter mainly introduces the literature, approaches and definitions related to literacy practices in young children learning English as a foreign language, in order to understand how, both English and Spanish literacies, are learned in the transition process from kindergarten to elementary school. In addition to that, the term literacy will be explained from two perspectives the cognitive and socio-cultural. Literacy from High Scope perspective is also introduced (3.1). Phonological awareness and literacy development in the first and second language is also explained (3.2). Moreover, the terms biliteracy and multimodality are described (3.3). Children literacy practices and the relationship between the L1 literacy practices are also explained. The approaches in second language acquisition from children between five and six year old are studied, as well as, children learning and teaching practices. A brief review on previous studies in second language literacy is presented. The concept of transition will be also defined (3.4), and the conclusion from the chapter is presented too (3.5).

3.1 Literacy

Since children are born, they begin to learn about language, both oral and written way; they learn how language is used. They learn how written language looks like through books, magazines, newspapers, adds, computer and television. It is called early emergent literacy (Griffith and Beach, 2008 p. 1). During the process of acquiring a language, a child is exposed to different language learning experiences, and the need to communicate both

orally and in a written way. Children tend to acquire language by imitating and participating. Students start imitating actions until they do in a natural way. Hornberger (2004, p. 161), states that “all children are born ready to learn language to communicate with others”. It is commonly assumed that preschool-aged children can just pick up a second language without much effort or systematic teaching. Goodz, (1994) cited in Clark (2008, p. 185) suggested that “There are no negative effects for children who are bilingual. Their language development follows the same pattern as that of monolingual children”.

Wells (2008, p. 8) states “children discern and use patterns in the talk and print that they interact with and observe, to say that oral and written systems are language and both are to communicatively purposeful and that both are learned through communication and apprenticeship, and both are unique to each individual”. The process of acquiring a language depends on the ability children have to listen and understand what others say, and to interact with others using language to attend individual and social needs (PEP, 2011). Griffith and Beach (2008, p. 2) states “The experiences young children have at home and at school can either facilitate or slow the literacy learning process”.

Cummins, (1978, cited in Clark p. 183) developed the “linguistic interdependence theory” which argues that certain first language (L1) knowledge can be positively transferred during the process of second language (L2) acquisition. The L1 linguistic knowledge and skills that a child possesses can be extremely instrumental to the development of corresponding abilities in the L2.

While children learn reading and writing they communicate with others. Reading a language implies understanding and decoding what is said. Writing a language means to perform the language which is learned. One of the ways children express their ideas and feelings is through writing even if they are involved in second language learning. In the

following paragraphs, the term literacy is introduced, and the definition from the two literacy perspectives; the cognitive and the socio-cultural, are explained below.

When kindergarteners come to school, they already have experience in using language in different ways; to communicate, to request something or to express an idea. Children at that moment face their first experiences with academic language; they get in touch with written language. Myers cited in Hayes and Schirier, (2000, p.288) argues that “encouraging early literacy involves facilitating young learners’ ability to navigate increasingly more complex linguistics signs and context”. The High Scope curriculum views reading and writing as two independent skills; however they are strongly related to the literacy process. (Epstein, 2002, p.10).

Brisk and Harrington (2007, p.2) defines the term literacy as “the control of secondary uses of language. Primary discourses serve for communication among intimates who share a great deal of knowledge such as family or friends. Secondary discourses are those used in institutions such as schools”.

3.1.1 Literacy: cognitive perspective

As I have explained above second language learning literacy from the cognitive perspective is defined as “a psycholinguistic process including letter recognition, encoding, decoding, word recognition, and sentences comprehension (ibid, p.2)”. From a chomskian point of view, children acquire a language by grammar. Genishi & Dyson (2009, p.9) explain:

Knowledge of how sounds and words are combined to form meaningful utterances in whatever language variant one speaks. Long before children confront explicit instruction on parts of speech or correct sentences, they know how to produce meanings through the arrangements of words and sounds in systematic, highly complex ways.

According to Piaget cited in Griffith and Beach (2008, p. 8) literacy from a cognitive perspective is viewed as “a part of language which becomes a symbolic tool that enables learning to occur”. One of the most important events for literacy learning is the emergence of symbolic or representational thinking. Symbolic thinking is defined as the ability to use one object to represent another. (ibid, p.8).

When children learn a second language they tend to use some of the strategies in the process of learning their first language. Holzman (1997 p. 217) states “people appropriately literate in their native language are able to transfer their literacy skills to English. Being literate in one language makes it possible to become literate in another”. Lightbown and Spada (2005 p. 29) argue that the knowledge children learn while acquiring their first language may be an advantage in the sense that they have an idea of how languages work. Young children face the process of acquiring a language without the cognitive maturity or awareness (Ibid, p.30). However children can learn a foreign language because of their innate ability. Chomsky argued “that innate knowledge of the principles of Universal Grammar (UG) allows all children to acquire the language of their environment”. Some of the theorists who hold this view claim that the nature availability of UG are the same in first and second language acquisition (ibid, p. 35).

3.1.2. Literacy: socio cultural perspective

For socio cultural theorists, language development depends on the social process children are immersed in. According to Vigotsky cited in Griffith and Beach (2008 p. 3) “while interacting with others, children create understanding, or knowledge, that is shared between them. Thus, language knowledge construction occurs in the social world”.

Literacy is defined as a social practice “assumes participation in a community that uses literacy communicatively” (Brisk, 2007 p. 3). Genishi and Dyzon (2010 p. 10) agree with Vigotksy’s theory defining language as “the central symbolic and cultural tool of human societies”. Participating in different activities where children are exposed to communicate a meaning children acquire social and linguistic knowledge.



Figure 3.1 important foundations for learning to read

3.1.3. Literacy High Scope

In a High Scope environment, language and literacy activities are part of children daily routine. Children have the chance to have different communication experiences in which use language to build their own knowledge. In High Scope program early literacy is defined as the “emerging of language in a reading and writing way as a dynamic process in which children discover their way of communicating” (Hohmann & Weikart, 2002 p. 2). Learning to read and write is a developmental process that begins at birth and builds on

children's basic need to communicate. This principle is at the core of High Scope's early literacy programs.

In High Scope classrooms and centers, children develop literacy skills by engaging in meaningful reading and writing experiences, and they become readers and writers through a unique combination of child-initiated learning and teacher-guided instruction. For High Scope program language is seen as a way of interacting with others, children notice written patterns in books, magazines and all printed materials, they develop literacy skills by engaging in meaningful reading and writing experiences, and become readers and writers through a unique combination of child-initiated learning and teacher-guided instruction. (Hohmann & Weikart, 2002 p. 4). High Scope research in language and literacy has shown there are four important aspects for literacy development, those aspects are the comprehension, phonological awareness, alphabet decoding and written patterns. Those four aspects are related to the Child Observation Record (C.O.R.) items in which observe children performance in language, literacy and communication. (see appendix A). (Hohmann & Weikart, 2002 p. 2).

3.2 Phonological awareness

Children are exposed to their first literacy moments since the moment they are born. The first sounds babies hear are parents' voices, and then all different sounds and words around their environment. "Learning to read and write begins at birth and builds on children's basic need to communicate" (Epstein, Hohmann & Hohmman, 2002 p. 4). Mandel and Tracey cited in Gambrell et al (2007, p. 57) argues that children acquire information about literacy from the moment they are born. They continue to build on their

knowledge in oral language, reading and writing as they go through early childhood and beyond based on experiences they have at home and school”.

Once children come to kindergarten, they face their first formal literacy experiences, at school children work on activities that promote oral language and literacy development. According to the National Early Literacy Panel (2004) children achieve different abilities in the literacy process such as; oral language development, alphabetic code that includes phonological and phonemic awareness, print knowledge, rapid naming of letters and numbers, and visual memory and visual perceptual abilities (Mandel and Tracey cited in Gambrell et al p. 64).

Phonological Awareness refers to the ability to detect and analyze the sound structure of spoken language. Children who have phonological awareness can: break words into syllables, rhyme, say the beginning sound of a word, and say each sound in a word. Phonological Awareness is more than hearing. It includes being aware that our language is constructed of words and that words have different sounds and sound patterns within them (Schuele, Skibbe, Rao 2006, p. 3).

3.2.1 Stages in phonemic awareness

Phonemic awareness refers to how words are built; it is not a complete reading program and cannot guarantee reading and writing success for all students. It will, however, provide the foundation upon which independent reading, writing and spelling can be built. The overall success of a reading program will depend on the comprehensiveness and effectiveness of the entire literacy curriculum, and the extent to which it provides different levels of support for the wide range of student needs present in most classrooms.

Researchers have identified five stages in the spelling process. Beers cited in Griffith and Beach (2008 p. 49) states the five stages in spelling are pre phonetic, early

phonetic, phonetic, structural and meaning. In Spanish writing acquisition researchers have identified four levels of writing concepts, pre-syllabic, syllabic, syllabic alphabetic, and alphabetic.

3.3 Bilingual Literacy

Bilingual learners becoming literate must learn how to use literacy in different contexts and for different purposes and learn how to encode and decode in both languages. According to Brisk and Harrington (2007 p. 5), students developing literacy in two languages can learn the psycholinguistic process through one language but must learn the specific symbol systems of both languages. To be able to read or write students must learn and develop automaticity in such skills as letter and word recognition, encoding, and decoding (Brisk, 2007 p. 9). Bilinguals learn such skills in both languages. Although they may be able to apply the process and strategies learned in one language to their new language, they still need to learn specific characteristics in each language.

Bilingual literacy is "the acquisition and learning of the decoding and encoding of and around print using two linguistic and cultural systems in order to convey messages in a variety of contexts." (ibid, p.4). Bilinguals can have different degrees of bilingual literacy. When evaluating literacy of bilingual students it is important to distinguish between literacy (i.e., being able to function as a literate person in either language), and specific proficiency to read and write in one of the languages.

3.3.1 Children learning practices in SL and FL

"Learning is a process of discovery which takes place spontaneously and automatically providing certain conditions" (Ellis, 1999). Researchers in language

acquisition have focused on understanding this process; they have developed different theories about language learning. According to Lightbown and Spada (2005, p. 34) second language learning is seen from different perspectives. The cognitivist perspective which emphasizes the way the mind perceives, retains, organizes and retrieves information, and the socio-cultural, a perspective that places second language acquisition in a larger social context. For cognitivists second language learning is a process in which learners need to pay attention to understand and process a message in the second language. Norman Segalowitz cited in Lightbown and Spada (2005 p. 39), suggests that “learners have to pay attention at first to any aspect of the language that they are trying to understand or produce. Pay attention in this context is accepted to mean using cognitive resources to process information”. This model is known as “information processing”. It suggests that there is a limit to the amount focused mental activity we can engage in at one time (ibid, p. 39).

The connectionists as well as the cognitivists agree that environment plays an important role in language learning rather than learner’s innate ability. Connectionists argue that learners build their knowledge by exposing to linguistics features they are involved to. Ellis (2005) suggests “language is partly learned in chunks larger than single words and not all sentences or phrases are put together”. Alternatively the competition model MacWhinney, (cited in Lightbown & Spada, 2005 p. 42) suggests that L1 and L2 acquisition process are inherently similar, yet differ according to the learners’ experience with another language.

In the socio – cultural learning perspective an individual is exposed to situations that help them to activate internal processes. Vigotsky’s theory argues that “learning is thought to occur when an individual interacts with an interlocutor within his or her zone of proximal development” (Lightbown & Spada, 2005, p. 47). Some other researchers such as

Lantolf (2000), and Donato(1994) cited in Lightbown and Spada, 2005, p. 48 support Vigotsky's theory showing that learners acquire a language when they get immersed and interact with other speakers.

A learner is able to acquire a language, and the way how he or she acquires it depends on the conditions the learner is exposed to. Each perspective has its own characteristics. The difference between the two perspectives is that sociocultural theorists assume that the cognitive process begins as an external socially mediated activity and becomes internalized eventually.

While children acquire a second language, he or she faces different learning situations and strategies. They get involved in a process of acquiring new linguistic features, and they will gradually become competent in their use to communicate or express an idea if they receive the scaffolding they need. According to Martinez (2010, p. 79) children who are in the process of learning a second language, first "imitate" what others do, then assimilate knowledge and finally they use it to communicate to others. It is important for second language young learners to develop the four skills of the language, the input skills which are listening and reading, and the output skills which are speaking and writing.

Children who are involved in a bilingual program are taught second language reading and writing skills as the same time they are learning the first language skills. However, children usually develop the ability to learn both languages skills at the same time.

3.3.2 The relationship between L1 and L2 literacy practices

Teaching children how to read and write in a second language becomes a complex activity because they need to understand it is a different language with its own linguistic

features. While acquiring literacy strategies, learners are exposed to discover how English language works, and they will understand and practice their second language through their learning process. At school, children are exposed to learn different patterns and use them as a way to communicate to others, Walpole and McKenna (2004, p. 103) states “kindergarteners spend some of the instructional day in whole- class active activities. This allows kids to respond to their reading and writing skills physically, to respond orally, and to read and write together.

Genish and Dyson (2009 p. 9) define reading as a language process in which an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. Writing is a language process in which an individual creates meaning by using symbols to construct a written text. “Writing should be meaningful for children that an intrinsic need should be aroused in them and that writing should be incorporated into a task that is necessary and relevant for life” Vigotsky (1978) cited in Clark p. 183).

3.3.3 Stages in bilingual writing development

Different theories have developed in the study of children’s biliteracy development. Children’s writing has been categorized in different stages according to the skills each one develops. Gentry’s model for English monolingual children and Ferreiro and Teberosky model (1982) for Spanish monolingual are commonly used to observe children writing processes. Those models show similarities in the stages of writing development. Rubin and Galvan (2005, p. 730) observed and compared both models. After different studies with bilingual children, they categorized children’s writing process. Figure 3.2 presents Rubin and Galvan’s summary of writing development stages in English speaking, Spanish speaking and bilingual children.

Figure 3.2 Writing development stages in English speaking, Spanish speaking and bilingual children. (Rubin and Galvan, 2005 p. 736)

Monolingual English speakers' stages of writing development (Gentry, 1982, 2000)	Monolingual Spanish speakers' stages of writing development (Ferreiro & Teberosky, 1979/1982)	Bilingual Spanish-English speakers' stages of writing development
<p>Precommunicative stage Know the difference between writing and drawing. Write with scribbles, mock letters, and real letters unconnected to sounds.</p>	<p>Levels 1 & 2 Know the difference between writing and drawing. Write with scribbles, mock letters, and real letters unconnected to sounds.</p>	<p>Generally the same as monolingual English and Spanish, except some children will write the same letters and symbols in both languages but read them differently in English and in Spanish.</p>
<p>Semiphonetic stage Letters are written to represent some of the sounds in words.</p>	<p>Level 3 Each syllable in a word is usually represented by a vowel.</p>	<p>Generally similar to monolingual English, except some children will write the same words in both languages but read them differently in English and Spanish.</p>
<p>Phonetic stage Letters are written to represent most sounds in words.</p>	<p>Level 4 Letters are written to represent most sounds in words.</p>	<p>Generally similar to monolingual English and Spanish. Some errors are made because of different letter-sound relationships in the two languages.</p>
<p>Transitional stage Letters are written according to common spelling patterns and include silent letters.</p>	<p>No corresponding level.</p>	<p>Similar to English monolingual stage with some errors caused by different letter-sound relationships in the two languages. Vocabulary and sentence structure become more complex.</p>
<p>Conventional stage Writing is generally correct.</p>	<p>Level 5 Writing is generally correct.</p>	<p>Writing is generally correct Vocabulary and sentence structure become more complex.</p>

3.4 The transition to primary school

Children are exposed to different psychological, physical and social changes in the school. Transition allows children to know and get used to a new situation or context. Dunlop and Fabian cited in Vrinioti and Einarsdottir (2006, p. 3) define transition as “being the passage from one place, stage, state, style or subject to another over time.

Related more specifically to early childhood education, transition can be defined as the time between the first visit in the new educational context and the final setting”.

When children come to preschool, they have already the experience to communicating in oral language, in the preschool children foster the process of communicating; children are also exposed to situations in which understanding processes become part of the daily activities. In the preschool, children build their competences through games in which each child pretend different roles, these activities allow them to mature, to be able to face different situations in later stages (Solovieva & Quintanar, 2008, p. 21). At the end of the preschool stage, children face different kinds of games in which rules are important, at this stage children are supposed to learn to follow rules, respect others turns, and keep their attention for longer periods. Children are also supposed to start their literacy processes. Children’s environment demands so many aspects to do for 5 years old.

Once children start primary school, they learn in academic contents. They go through different stages in their development; they have learned to control themselves, to center their attention for longer periods of time. Different psychologists consider the end of preschool and the beginning of primary school is a critical stage because of the children’s brain maturity. During their six and seven years old, children build their visual object recognition in which they create the image of an object (Koraskova, Mikadze, & Balashova, 1992 cited in Solovieva and Quintana, r p. 22). All these change in children’s development impact them further in their academic lives.

3.5 Conclusion

This chapter presented the preschool aims for kindergarten, and how they are related to foreign language acquisition processes. The teaching approach in kindergarten adopts a

sociocultural perspective of language. Even though grammar is not taught in kindergarten, children are able to understand linguistic patterns in both first and second language. The term literacy was also discussed in this chapter, and definition from the two perspectives was also discussed. The term “early literacy” was described in the High Scope curriculum. As this study attempted to observe the literacy process in both languages, Spanish and English, the term biliteracy was also presented. This term fits to learner’s characteristics from this study.

The term phonological and phonemic awareness were explained in order to show the importance of these processes in English literacy learning. Finally, the transition process characteristics from kindergarten to primary school were explained in depth.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.0 Chapter overview

4.1 Research design

4.2 Setting

4.3 Participants

4.4 Methods of data collection

4.4.1 Task analysis

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4.4.4 Standardized test: Phonological Awareness checklist

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CHAPTER FOUR: RESEARCH METHODOLOGY

4.0 Chapter overview

This chapter describes the methodology used to collect data in order to understand children literacy practices in learning L2, the influence of L1 literacy in L2 literacy learning process, six children's work was analyzed to explore and understand their foreign language literacy acquisition processes. This chapter also introduces the context in which the study was carried out, the research design of this study, the participants involved in the study, the data collection methods and data analysis is provided. Finally a conclusion of the chapter was presented.

4.1 Research design

Due to the little research on children literacy learning process in English and Spanish, this research aimed to collect data and answer the following research questions.

RQ1: What does five to six years old Spanish speaking children's English literacy development in the transition between kindergarten and primary school indicate?

RQ2: How do these children's L1 literacy development processes influence their L2 literacy development processes or vice versa?

RQ3: What does these children's phonological awareness in English indicate about their literacy development?

This study used ethnographic data collection strategies to explore six 5-6 year old children's literacy transition process from kindergarten to primary school in a bilingual school. They had different backgrounds and levels in English in their literacy transition processes.

The study started in February 2013 and finished in January 2014 and studied "the analysis of the culture-sharing group by themes or perspectives, and interpretation of the culture-sharing group for meanings of social interaction and generalizations about human social life" (Creswell, 2007, p. 68). Although the study lasted for a year, as mentioned above, was considered a case study. "A case study is an empirical enquire that investigates a contemporary phenomenon in depth and whitin its real –life context especially when the boundaries between the phenomenon and the context are not clearly evident" (Yin, 2009, p. 28).

4.2 Setting

The study was carried out in a private bilingual institution in Central Mexico which English is taught as a foreign language in an immersion program. This institution offers English instruction from kindergarten to High School. The school's philosophy is to provide students with an active learning environment in a bilingual context. The institution follows a constructivist model based on students' interests and active learning. Students take their classes in Spanish and in English. Kindergarten and primary school students are involved in a "bilingual program". The English area curriculum proposes to teach English as foreign language, and content classes such as Mathematics, Science and Social Studies. In third grade kindergarten and elementary school children follow a dual immersion

program. Moreover, the school follows the constructivist curriculum “High Scope” based on children’s interests and active learning defined in chapter two.

As a part of the institution’s staff, I decided to focus on the last semester of third grade in kindergarten and the first semester of first grade of elementary school to understand the literacy practices through the transition between kindergarten and first grade of primary school in order to explore children literacy practices in English and Spanish. Children, teachers and parents tend to report that the transition between kindergarten and primary school is difficult for children. So, for this study I consider important to observe this transition process.

Children start their Spanish literacy process formally in the first grade of kindergarten. In the last year of kindergarten they are expected to complete this process. Months before ending kindergarten, children start their English “Literacy program”. They are involved in such program from February to end of June. After kindergarten period ends, children start their transition to primary school by August. Therefore, this study was carried out from February 2013 to January 2014.

4.3 Participants

As mentioned before in previous chapters, the aim of this study was to analyze the literacy acquisition processes in five and six years old children. Therefore, the participants of this study are six five to six years old children, four boys and two girls. These kids belong to a social middle class and most of their parents speak English. Those students were acquiring their foreign language and the first language, out of the six, two show some evidence of having problems in their first language literacy acquisition. Regarding their foreign language, they have had English classes which focused in vocabulary and

pronunciation. During this period students have been exposed to English written instruction. Spanish and English female teachers involved in their transition process were also part of this study. The following table shows children competences in Spanish and English, and parents background which is explained in detail in chapter 5.

Table 4.1 Children's literacy competences and Parents background

Student's name	Literacy competences	Parents background
Ivanna	She has some learning problems, she started her literacy process in Spanish late, therefore she has many problems with word recognizing in English.	Father helped her with homework
David	He was a student with a low achievement level. He had language pronunciation problems, therefore his progress in Spanish literacy learning was slow. He had some difficulties in learning English.	Mother stayed at home and brother helped him to do homework
Luis	He was a standard student, when he started his English literacy process he had a syllabic level in Spanish. He recognizes English words and seems to have progress in his learning process.	Father helped children to speak in English, helps him in pronunciation and reading. He usually corrected mistakes.
Raquel	First language 3 rd grade kindergarten Sometimes she gets distracted Started reading in first grade elementary, made some mistakes in pronunciation.	University Parents talked to her in English
Santiago	He was fluent in Spanish writing at the end of third grade. He was classified in the "alphabetic" group. He started his English literacy in a proper way.	Mother helped him with both his both English and Spanish literacy processes. His mother is a university professor.
Juan Carlos	He was the most advanced student in kindergarten, he ended his school year being alphabetic. However, his English literacy process has been slow.	Mother helped him to do homework. She spoke English, parents have a master. Father spoke English too.

4.4 Methods of data collection

Different case study data collection strategies were used to collect data in this research. Pappas and Tucker (2011 p. 48) define data as "the rough materials researchers

collect from the world they are studying”. Those instruments allowed us to carefully observe children literacy progress in the transition process to primary school. The following instruments were used to collect data to carry out this study:

4.4.1 Task analysis

During the transition process, children’s work was observed as an evidence of the student progress. Different activities such as worksheets, notebook samples were used to collect data in this project. Pappas and Tucker (2011, p.53) define task analysis as “artifacts which consist of the range of students’ work that can be collected in the study”.

4.4.2 Teachers’ opinions and interviews

Interviewing teachers involved in the study become an important tool to obtain data, because teachers were the ones who observed children attitudes and progress during the study. The teachers’ interviews were considered as another source of gathering data. The kindergarten and primary school teachers involved in children’s transition processes were interviewed. A structured and face to face interview was considered as a source of gathering data. Lankshear and Knobel (p. 201) define an interview as a “planned, prearranged interactions between two or more people, where an interviewer asks each respondent a series of pre- established questions”. The result of these interviews was the personal point of view of the teacher about their teaching literacy practices and children behavior in the transition process. As Frey and Fontana (1998, cited in Lankshear and Knobel p. 203) argue interviews take place in a social context, and they are influenced by that context.

4.4.3 Report cards

Report cards were a useful tool to see six children progress in the literacy and school. “The purpose of a report card is to communicate with parents and the students about

the achievement of specific learning goals. It identifies student's levels of progress with regard to those goals, areas of strength, and areas where additional time and effort are needed"(Guskey and Bailey, 2010 p. 36). During the time the study was carried out, children were evaluated in two different processes, one for kindergarten called Child Observation Record (C.O.R.), and for elementary school the academic assessment card which evaluates academic performance in both languages Spanish and English. See appendix C

4. 4.4 The Standardized Test: Phonological Awareness checklist

A standardized test is any form of test that requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students. While different types of tests and assessments may be "standardized" in this way, the term is primarily associated with large-scale tests administered to sizeable populations of students.

Since this study was designed to work with children with different backgrounds to observe their learning strengths and needs, the phonological awareness check list was used as a tool to check participants' performance at the end of the transition process. Children performed different phonological activities which were observed the level they achieved. Griffith and Beach (2008 p. 49) considered "this checklist could also provide teachers with valuable information on the selection of phonological awareness activities targeting specific benchmarks for the whole class, small group or individual children". The chart below helped the teacher to monitor children progress in phonological awareness.

Phonological Awareness Checklist	
Name: _____	Date: _____ Age: _____
School: _____	Recorder: _____
Emergent Stage	
_____ 1. Segment spoken words in sentences.	
_____ 2. Count the number of syllables in a word.	
_____ 3. Identify words that rhyme.	
Developing Stage	
_____ 1. Produce rhyming words.	
_____ 2. Segment syllables in a word.	
_____ 3. Blend syllables in a word.	
_____ 4. Determine words with same beginning sound.	
Advanced Stage	
_____ 1. Segment a syllable by onset and rime.	
_____ 2. Blend onset and rime.	
_____ 3. Determine words with same ending sound.	
_____ 4. Distinguish medial sounds in words.	
_____ 5. Represent beginning sounds using invented spelling.	
_____ 6. Represent ending sounds using invented spelling.	
_____ 7. Segment words into phonemes.	

Figure 4. 1 Phonological Awareness Checklist (Griffith, 2008 p. 50)

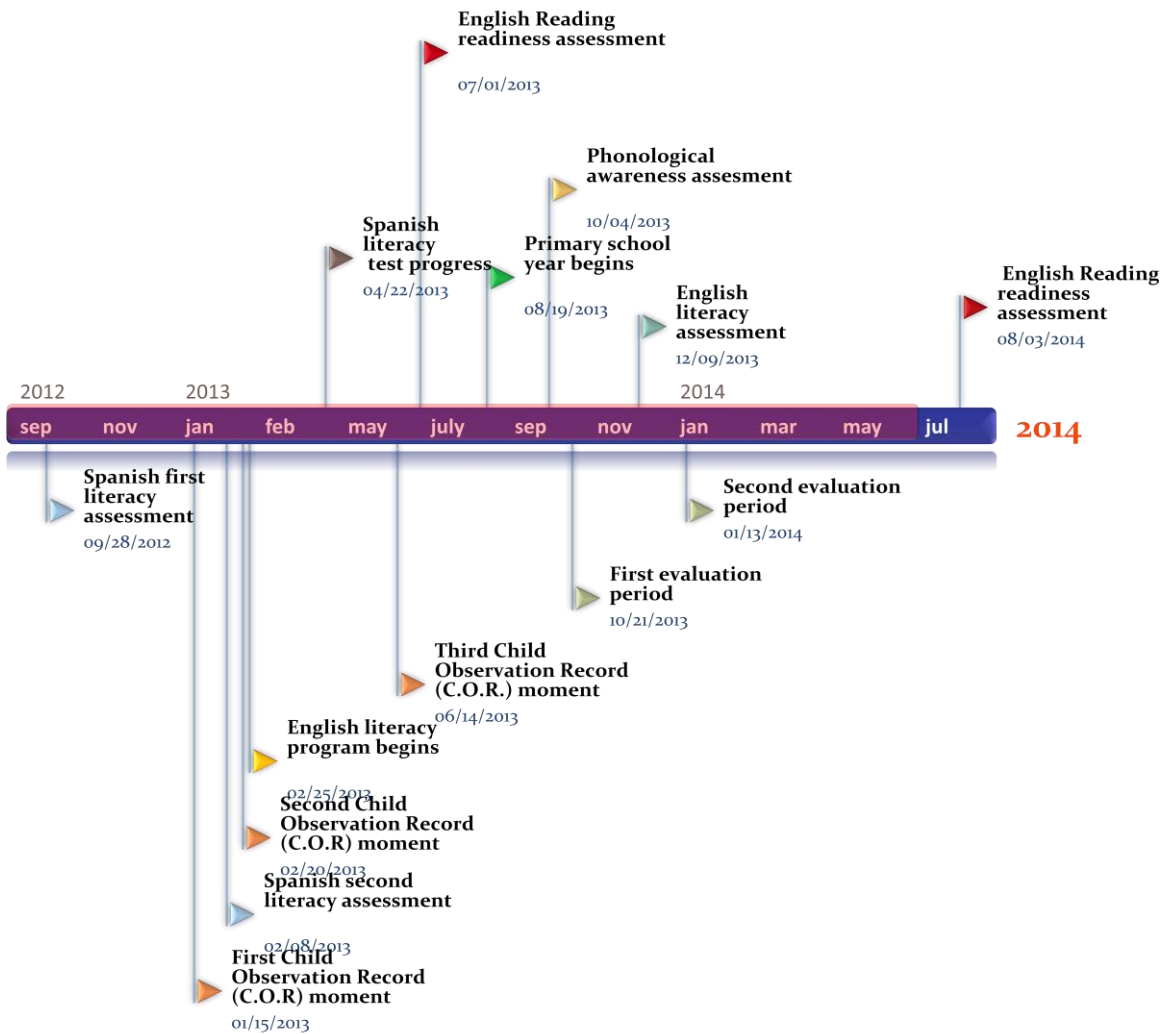
4.5 Data Collection Procedure

The data was collected during a year. First, I analyzed the children's grades and interviewed the teacher to select the 6 students who participated in this study. I chose two students who had good grades, two students who had average grades and two students who had low grades and asked the teacher about four boys and two girls as the participants.

Second, I tested their literacy level in Spanish (included reading and writing) and then in English (a standardized test) After testing the children, I analyzed their work in the

last semester of kindergarten and the first semester of first grade- Then the grades were analyzed and the teacher was interviewed again. Finally, the students took their last test in both Spanish and English. The following timeline presents the time in which data was collected.

Figure 4.2 Data collection timeline



4.6 Data Analysis

This section describes the methods used after collecting all data to develop this study. Techniques such as children observation, work analysis, report cards and literacy assessments in Spanish and English were employed in this study. The data analysis procedure followed the characteristics of an exploratory case study approach in which children work in a period of time is analyzed. “In exploratory case studies, field work and data collection may be undertaken prior to the definition of research questions. They often are used to improve the focus and format of larger, more extended studies that also may be case studies or some other method” (Willis, 2008 p. 213). Thus, the intention of the researcher was to explore children literacy processes in their transition to primary school.

4.7 Conclusion

This chapter mainly described the setting in which the study was carried out, the study participants, data collection instruments and data collection procedure. It also provided a description of how data obtained from the field notes and observation, teacher's interview and students' work analysis. The following chapter (5.0) describes the analysis of the data that was described in this chapter. It also attempts to present a detailed interpretation of the data analysis as well as identifying children transition to primary school.

CHAPTER 5: DATA ANALYSIS

5.0. Chapter overview

5.1 The six children's literacy processes

5.2 Children literacy development processes

5.2.1 Students' literacy in Spanish

Spanish literacy assessment: Kindergarten and primary school

English assessment: Kindergarten and primary school

Standardized test: Primary school

Report cards: Kindergarten and primary school

5.3 Children's beliefs and their literacy development processes

5.4 Children's backgrounds, home support and their literacy development processes

5.5 Conclusions

CHAPTER 5: DATA ANALYSIS

5.0. Chapter overview

This chapter presents the analysis of data collected through the observations, tests, tasks and interviews. First, the six children literacy's processes are described. Second, the results of the Spanish literacy assessment are shown to understand the six children's Spanish literacy competences. Then, the Children Observation Record (C.O.R.) was used to show the six children's progress in language and literacy in Spanish and English. Once the English literacy program began, the children's work was also analyzed. The children's literacy assessments in Spanish and English were studied. Next, each child's point of view about his/her own literacy and transition process in Spanish and English were analyzed. Finally, the influence of each child's background and home support is discussed.

5.1 The six children's literacy processes

Introducing Ivanna

Ivanna is now seven years old, she is currently finishing first grade. She is the youngest in her family. She lives with both parents, and she has a brother who is ten years old. She says she does not like reading because it is boring. Her mother helps her to do homework, and teaches her reading. Ivanna came to the preschool at the age of three and started her Spanish learning literacy process at the age of five. Once she started working in reading and writing activities, teachers noticed she had difficulties in her learning process; she also had some Spanish language pronunciation problems. For example she switched /d/ instead of / r /. In her writing acquisition she switched the directions of certain letters and imitated writing without any meaning when the other children wrote words. At the

beginning of third grade kindergarten, she had her first writing assessment and was classified in the “pre- syllabic” stage with some laterality or lateral dominance problems. “Lateral dominance means establishing either right – or left handedness as the child grows. The left side of the brain controls the right hand activities, just as the right side of the brain controls the left – hand, and this crossover takes time to become effective. This dominance affects the child’s ability to recognize and write letters correctly.” (Boegehold, 1984 p.87). Teachers related this problem to a brain immaturity. However, she continued working in her literacy skills; she learned to copy rapidly, so it seemed there was an advance. At the end of kindergarten in the last literacy assessment she still was at the same stage. There was no progress in her reading and writing skills.

At the same time her phonemic awareness was tested, and she showed very little understanding about English writing language patterns, but she recognized vocabulary picture words. When the teacher said a word from a picture, she pointed at the correct one. Ivanna was told to mention vocabulary words in English and she could do that. Then, she was asked to write them down and she just wrote some letters which did not necessarily match with the word. Griffith and Beach (2008) define invented spelling as “a child’s attempt to write a word when the spelling of the word is not already known” (p. 84).

When she started elementary school, she took a standardized English test to identify her literacy progress. She was able now to identify vocabulary words writing them in the correct place. She could also read some words, but not a complete sentence. The following example shows one of the sentences in the test, the words underlined in red are the ones Ivanna could read properly.

The dog wants to eat his food now.



As the academic contents got more complex, she seemed to have an important academic backwardness in reading and writing acquisition and math. School report card showed her low academic grades. Therefore, her parents and the principal talked several times to report her situation. Teachers observed a lack of attention and excessive anxiety. Parents were asked to take their daughter to a psycho – pedagogical intervention. Cucuruz (2013 p. 6) states that “attention deficit and hyperactivity disorder being usually diagnosed when going to school, that is after the age of seven, precisely because of the accentuation of symptoms as a consequence of the increase in requirements concerning attention, school work organization and other responsibilities”. Ivanna was diagnosed with a deficit attention and hyperactivity disorder (ADHD), and some brain maturation problems were detected too. However, the study evidenced Ivanna has an intelligence coefficient higher than the average. Therapist suggested working on her disorder to help her to improve her literacy processes and her attention levels.

Introducing David

David is six years old; David is the youngest of two brothers. He lives with both parents, and they work for different car companies. He has a teenage brother. His grandparents take care of them after school. His grandmother usually helps him to do homework and to study for Spanish exams. David says that his older brother helps him with the English homework. David is a tall boy that looks older than the rest in the class. He is a nice and talkative guy. He has a loud voice, and his language pronunciation problems are evident when he talks. He is not able to pronounce the / r / sound properly, and he hardly pronounces the consonant blends.

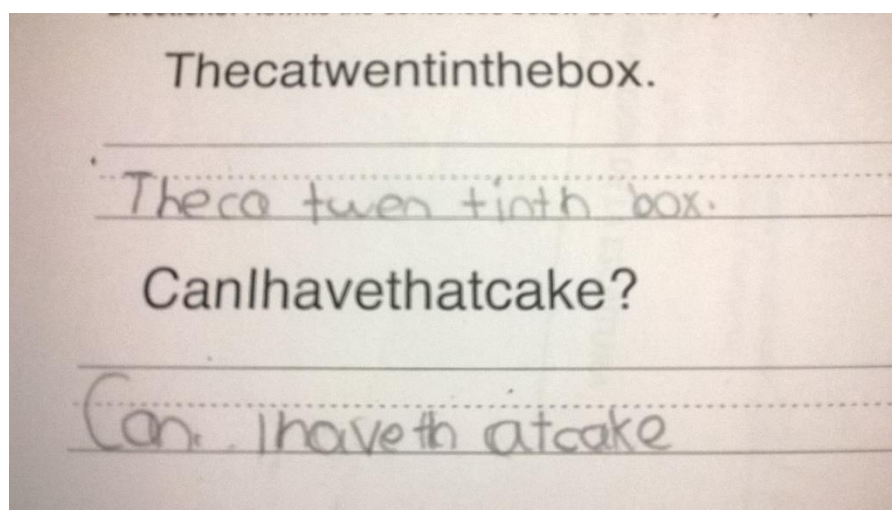
He started kindergarten when he was three years old. He started his Spanish literacy process when he was four. When he started third grade kindergarten, he had his first Spanish literacy assessment, and according to his writing he was classified in the pre-syllabic stage. However, he was able to write his name correctly. Writing their names is a pattern four years old children tend to do. "Letter knowledge frequently begins with a child's awareness of his or her own first name in print, and for many children, their name is the first stable written form that has meaning" (Ferreiro & Teberosky, 1982 cited in Griffith & Beach, 2008 p. 74). In the first Spanish assessment, he represented the words with some vowels and circles. When teacher did word dictation activities, he intended to represent them mainly using vowels, but without any sense. "Pre alphabetic spellers tend to use letters that are common in the writing system to which they have been exposed, tend to use two-letter sequences that are common in the writing system to which they have been exposed" (ibid, p.86).

As the time he started his English literacy process, there was not any advance in his Spanish process. In the English classes, he used Spanish vocabulary words to complete vocabulary activities. He did not try to use any English words. When the teacher showed flash cards to ask for meaning of certain vocabulary, he tended to create a word similar to Spanish and wrote it. He was able to follow some of the instructions, and if he did not understand them, he imitated his classmates. He showed a good learning attitude, but he had many difficulties. When preschool ended, his Spanish literacy skills were tested again. He showed a little improvement, but he was still considered in the pre syllabic stage. He began primary school, and he faced to learn content subjects. He had a bad time during the first months because the lack of work in his literacy skills. As months passed, he

understood writing patterns, and he began his process slowly. He could improve his Spanish literacy.

Similarly, in the second English assessment, he was able to recognize the most common vocabulary words such as numbers, some animals, and verbs. He was asked to read, and if he knew the word, he was able to read it properly. He also read it with a Spanish pronunciation. He recognized the vowels sounds properly, and he identified those sounds in a word. When he was asked to segment letters to make words and then build a sentence, he could do it with few of them. However, he understood the instruction, and recognized the most used words from the sentence. Figure 1 shows the way he segmented words, he did not do it complete.

Figure 5.1 Word segmentation activity.



Then, he understood more English patterns, and he translated the words he did not recognize into Spanish. According to the Media Biliteracy model (appendix A) the multiple and complex interrelationships between bilingualism and literacy and the

importance of the contexts, media, and content in which communication occurs in two (or more) languages in or around writing' (Hornberger, 1990: 213). Therefore, David built his second language through Spanish word translation. Nowadays, David finished first grade elementary school. His speaking and writing skills showed a notorious advance. He is working in his language problem so that; he also had an improvement in reading skill. "In reading and writing acquisition stable learning facilitates a better reading; this allows intellectual work to reach an effective level (Solovevia & Quintanar, 2008 p. 27)

Introducing Luis

Luis is also six years old; he is the youngest of a family of 5 members. He lives with his parents, and he has a twelve year old brother, and a nine year old sister. The three of them studied at the same elementary school. His sister had outstanding grades along the elementary school. His father works as an accountant in a car company, and his mother has a part time job as an accountant. His mother is a very cooperative person in the school's activities. Luis started kindergarten when he was two years old. His Spanish literacy process started when he was four years old, his mother pushed him to learn rapidly. He attended private tutoring to improve his reading. However, in his first Spanish literacy assessment he was classified in the syllabic stage. In his writing, he mostly omitted a letter in all the words, so that he lost the meaning of the word. As time passed he improved his literacy skills, his second literacy assessment was more organized and he almost reached the alphabetic writing stage. However, when writing sentences he got lost, he did not mark any word segmentation and he omitted some vowels in writing the sentence. The following images show Luis progress in his Spanish literacy process.

1. papama
2. lap
3. tico
4. ipo
5. mriego
6. etice
7. flo
8. uneta
9. acate
10. nericelacate
11. uevins

Figure 5.2 Luis progress in Spanish literacy assessments

At that time, he started his English literacy process, and he had some vocabulary problems. As teacher showed him the cards to write the words, he did not answer. He said he did not know the word in English. The words he could write had some spelling mistakes, or he wrote the words just like he heard them. He omitted some consonants. He was asked to draw the words he read, and he was able to understand and draw something associated to the given words. A lecture was provided, teacher asked him to read, and he could not do it. He tried to do with Spanish pronunciation. As he finished preschool, he improved his Spanish literacy skills. His writing structure was more organized in both areas

Spanish and English. In words segmentation activities, he was able to do them correctly in Spanish, however in English he still had some difficulties.

In English he improved his writing. He still had some spelling mistakes. He was able to write sentences with a given structure. For example, *It is a car*. Even though, this kind of structure is considered as inauthentic writing. "Children are exposed to authentic and inauthentic reading and writing activities, writing patterns and change some vocabulary words, is inauthentic because the action becomes mechanic" (Wells, 2008, p. 17).

Once he started primary school, he did well. He did not show any problem with the content subjects and his literacy process. He was recommended to work harder in reading comprehension activities to understand academic contents. "Books and academic language is the more formal language found in texts and school settings. This language is decontextualized from actions that a child is involved in, as the language is being used." (Griffith & Beach, 2008, p. 121). As a result, he was able to transfer his own literacy knowledge in Spanish to English, and he could improve in both areas.

Introducing Raquel

Raquel is six years old and is the youngest of two children. She lives with her parents, and her mom tries to speak in English sometimes. Her brother is eight years old. She started preschool when she was two years old. In kindergarten Raquel was disciplined, she started her Spanish literacy process in a slow, but appropriate way. When she began third grade she was considered syllabic in her Spanish writing assessment. She had lateral dominance problems in which she switched the direction of consonants such as / s/ p / d/. At that moment, she was able to write two and three syllable words. She was not able to use consonant blends such as / tr /. She identified the sounds of most of the letters. In word

dictation she wrote a list of words, but when she heard a sentence, she wrote it as a long word. She was not able to segment of a sentence into words. At the moment she started her English literacy process, teacher reported she knew vocabulary and used it in class. The first English reading assessment evidenced that she identified some vocabulary words and associated them with pictures and wrote the words as she pronounced them. In the dictation activities there was evidence that if words had a similar pronunciation to Spanish, she wrote them correctly, if not she wrote them as she heard them. The following box shows her writing errors.

Table 5.1 Raquel's writing errors

English word	Raquel spelling
Cat	Cat
Pet	Pet
Milk	Milc
House	Gaus
Alligator	Aligeitor
Tree	Tri

As time passed she learnt English words patterns through daily writing activities; most of them were about word repetition. Along the process of learning writing instruction in English, she did different activities in which teacher modeled words and sentences. It helped her to improve her spelling and correct some mistakes. “Modeling writing becomes a tool to improve writing. So that, writing experiences are among the best ways for children to see the process of mapping spoken language onto writing language” (Griffith & Beach, 2008 p. 79). At the same time, she improved her Spanish literacy process; she achieved the “alphabetic” stage in writing. When she finished kindergarten, she was able to read words

in English properly. She also identified words and wrote them in a sentence getting the meaning by context, and associating words with a picture. There was evidence of a progress, but her lateral dominance problem was there, she still changed some letter direction such as /d/ or /p/. As she started primary school, she got better in her literacy processes in both languages, Spanish and English. Her grades were evidence. In the English standardized test she was able to read the given sentences. She was able to segment words to make a sentence. Raquel's pronunciation improved, and she became fluent in English reading. At the end of first grade, she recognized she liked learning English because she was learning another language.

Introducing Santiago

Santiago is a child who lives with his parents, he is seven years old. He is an only child. Both parents have a master level. His mother teaches in higher education and his father works for an important car company as an engineer. He started kindergarten when he was 3 years old. He has been a good student; he usually follows instructions, and carries out all the activities in class. When he began third grade kindergarten, he showed an important improvement in his Spanish literacy process. In his first assessment he was able to write properly. He was placed in the alphabetic stage. He was able to write one, two and three syllable words, but he made writing mistakes with consonant blends such as /cr/ /fr/. When writing sentences, he tended to write them as long words. There was no evidence of word segmentation to write a sentence. As the school year went on, he showed progress in his Spanish literacy process, and he corrected some consonant blend mistakes. He started his English literacy process, he was able to recognize and write common vocabulary words in English. He wrote the words as he heard them. He was able to read the given words,

comprehend and represent them in drawings. “Comprehending is building a mental model of what the print says and matching it to what the reader already knows to construct a meaning that makes sense” (Griffith & Beach, 2008 p. 116). He was a fluent reader, and he showed an understanding in reading comprehension. At the end of preschool he seemed to have completed his Spanish literacy process but still made some spelling mistakes. In his English process, he improved his spelling, we was able to write phrases and short sentences. He could read longer and complex words.

As he started elementary school, Santiago got used to the primary school routine and the academic contents easily. At the end of first grade, he got an academic acknowledgement for his outstanding grades in first grade.

Introducing Juan Carlos

Juan Carlos is six years old. He is the oldest of two boys. He lives with his parents. He has a strong ability for Math and takes Math classes after school. He lives with his parents and his young brother. Both parents have a master, his father teaches in higher education, and her mother works in business. He started preschool when he was 3 years old. Teachers reported him as a good student; he always fulfilled all the class activities. He showed his literacy skills when he was in 2nd grade preschool, he was more developed than the rest of the class. His mother pushed him to improve his literacy skills. Therefore, when he started 3rd preschool, he was proficient in his Spanish literacy process. In the first test, he was able to write one, two and three syllable words. He could also use double consonant blends. He had some spelling mistakes, but once his teacher gave him feedback, he corrected them and worked with the task again. He was also a good reader, his reading was

paused, but he could comprehend what the text was about. His Spanish literacy process was a much more advanced than the rest of the class.

As the other children, he started his English literacy process. His work was neater than the others, but he tended to make the same writing mistakes when writing. When the teacher showed him the cards to identify and write the word in English, he wrote it correctly with the ones with similar sound in Spanish such as cat and pet. However, he wrote longer words as he heard them making spelling mistakes. He was able to identify words and draw meanings too.

As Juan Carlos started elementary school, he had some trouble in getting used to the primary school routine and the academic contents. In his first primary school content assessment, he had a hard time. The evaluation process blocked him, and he did not show a significant progress. The transition to primary school was a complex process even though he was an advanced student in his literacy processes. As time passed he got used to primary school, and at the end of first grade, he got an academic acknowledgement for his outstanding grades in first grade. “The continuity of the process, education and learning which will probably have not only direct negative impact upon behavior and school performance during the early school years, but it will also have a short-term negative impact upon the formation of the person’s traits” (Kienig, 2002 cited in Vrinioti and Einarsdottir 2006, p. 3).

5.2 Children literacy development processes

The first part of the study consisted of observing the children’s progress in their Spanish literacy processes in kindergarten and at the beginning of elementary school using two different tools: assessments and report cards.

5.2.1 Students' Biliteracy processes

Spanish literacy assessment: Kindergarten and primary school

Children's work

English assessment: Kindergarten and primary school

Standardized test: Primary school **Report cards:** Kindergarten and primary school

5.1.1 Students' Literacy in Spanish

Spanish literacy assessment: Kindergarten and primary school

Three Spanish assessment tests were applied in different moments of third grade preschool to observe the children's progress in their Spanish literacy acquisition. As explained in chapter three, Spanish literacy process is categorized in four stages: pre – syllabic, syllabic, syllabic alphabetic and alphabetic (Ferreiro & Teberosky, 1979 cited in Rubin and Galvan p. 736). The results of the exams showed most of the students advanced in their writing process. The following chart indicates students' level in each category.

Table 5.2 Spanish Literacy assessment stages

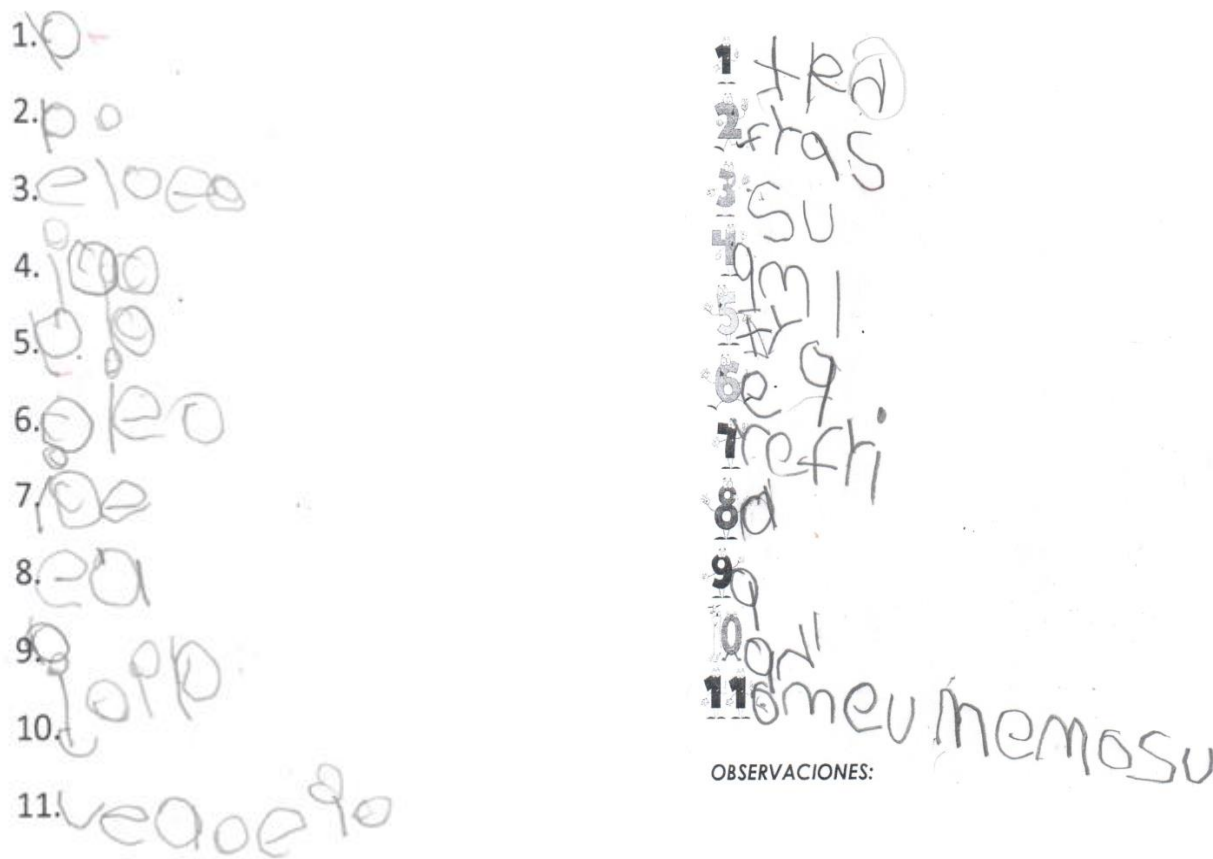
Student name	First Spanish literacy assessment	Second Spanish literacy assessment	Third Spanish literacy assessment
Ivanna	Pre –syllabic	X	Pre –syllabic
David	Pre –syllabic	Pre –syllabic	Syllabic
Luis	Syllabic	Syllabic	Alphabetic
Raquel	Syllabic	Syllabic	Alphabetic
Santiago	Alphabetic	Alphabetic	Alphabetic
Juan Carlos	Alphabetic	Alphabetic	Alphabetic

When Ivanna and David started third grade, they were placed in a pre-syllabic stage; they were not able to write a word. Ivanna tried to write some letters, but she wrote just vowels that were sometimes related to each word. David had the same problem; he had

difficulties in writing a word. He wrote symbols simulating letters. Both children did not recognize any meaning. The second assessment did not indicate improvement in their process. Ivanna's maturity problem increased, she got more confused in both literacy processes. David reported the same problems he had before due to his immaturity and language problem, however, he was able to identify some vowels sounds and write them representing the word. At the end of the course Ivanna had not improved in their literacy processes.

Both were asked to have a pedagogic intervention to help them. Ivanna parents' refused it. They thought her daughter was not taught properly while David's accepted the intervention and he reached a syllabic stage.

Figure 5.3 and 5.4 shows Ivanna and David first Spanish literacy assessment: Pre-syllabic writing



Raquel and Luis were in the syllabic stage in the two previous Spanish assessments, but both of them had different problems to work with. Since the first assessment, Raquel showed some problems with her lateral dominance; however she was considered in the syllabic stage. She had some spelling mistakes, and tended to change the direction of some letters. At that moment, Luis showed progress in his literacy skills, his writing was better than Raquel. As time passed, his literacy process did not develop as before while Raquel's literacy developed significantly. The second assessment indicated Raquel development was evident even though she continued having lateral dominance problems. Her writing progress was more evident than Luis. He still read slowly and omitted some letters. Raquel's reading was more fluent.

Figure 5.5 and 5.6 shows Luis and Raquel first Spanish literacy assessment: Syllabic writing

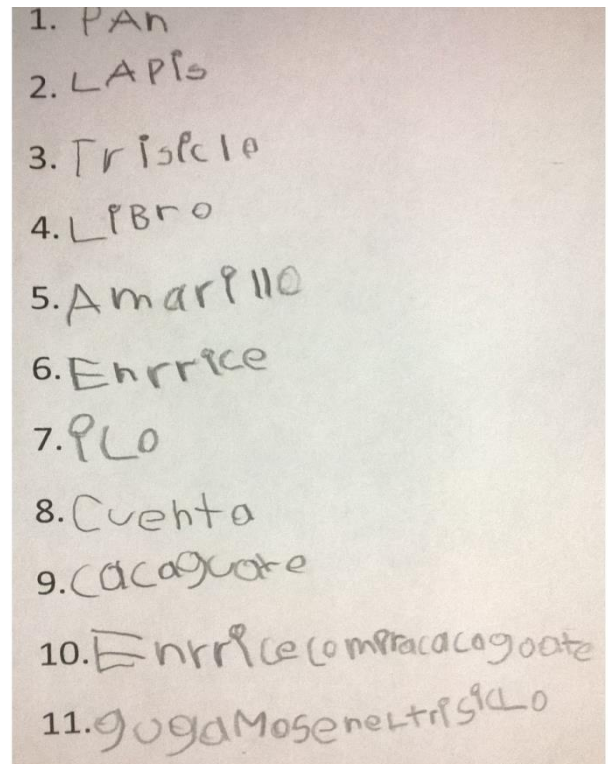
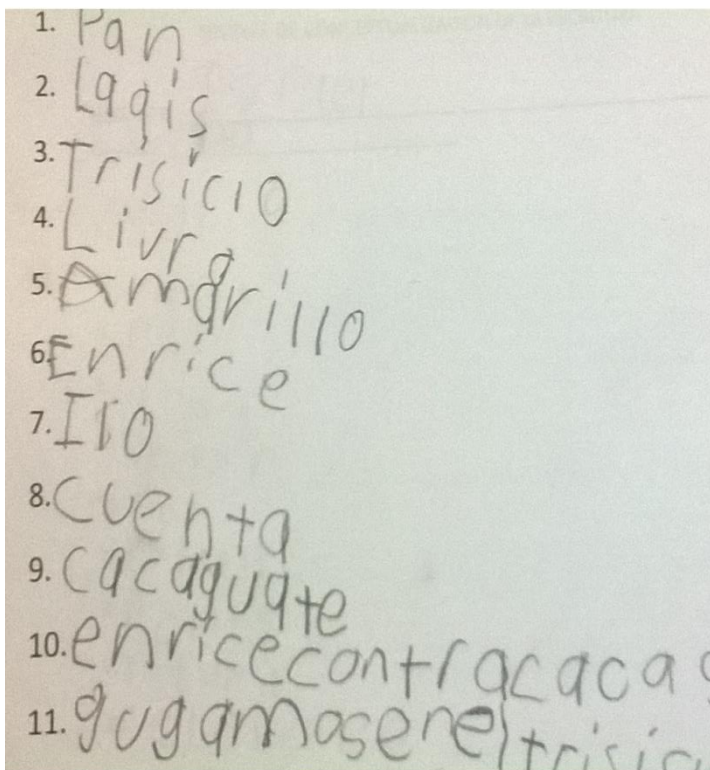
1. PAH
 2. APIS
 3. HICHO
 4. Iboro
 5. oimor iHO
 6. er ice
 7. ilo
 8. cuenta
 9. cacaguate
 10. ericec mpracaguate
 11. guamosnerthicio

1. papoma
 2. lap
 3. HICHO
 4. ipo
 5. mriGO
 6. erice
 7. ilo
 8. ueneta
 9. acate
 10. nericefacate
 11. buavis

Santiago and Juan Carlos were at the same stage in the three tests. Each one showed a considerable improvement in their writing progress. In the first test they were able to write the words they heard, and omitted letters with the phonemes qu/ cl. Santiago's writing looked more organized and neat. He used capitals and lower case consonants.

Juan Carlos writing still had some inversions in consonants. He made more spelling mistakes than Santiago. However, both children wrote the sentence they heard omitting spaces between words. They wrote like a long word. Both of them needed to work on writing direction and organization. Figure 5.5 and 5.6 compare these two children's writing in the first assessment. Both children were able to write most of the words, but they seemed to have more problems with double consonant blends.

Figure 5.5 and 5.6 shows Juan Carlos and Santiago first Spanish literacy assessment: Alphabetic writing



In the second assessment Santiago and Juan Carlos kept their progress in their Spanish literacy processes. At that time, they were able to improve their writing and spelling organization. Juan Carlos still had some problems in word segmentation in sentences, and Santiago at that moment was able to write them correctly. When reading in Spanish, they were able to read a text in a slow and paused way. They understood most of it. The last Spanish assessment in preschool showed that Santiago and Juan Carlos were considered full alphabetic. They were able to express their ideas writing the correct words; they were also able to build short sentences properly. Both children needed to work on reading fluency, and both had to pay attention with their inversion mistakes. According to Rosa, Ferrazoli and Marilia (2013, p. 869) “It is common for preschool-aged children, when beginning to copy letters shapes, inverting or mirroring them. They become an orthographic error to work on them”.

5.1. 2 Students' writing stages in English

English assessment: Kindergarten and primary school

“High Scope research in language and literacy has shown there are four important aspects for literacy development, those aspects are the comprehension, phonological awareness, alphabet decoding and written patterns” (Epstein, Hohmann, & Hohmman, 2010, p. 1). So, phonological awareness activities and tests were applied in order to observe children's English literacy progress.

The first English assessment was carried out in the preschool period. It consisted on a vocabulary word dictation, in which in general the six children wrote the words they heard, and a list of three common vocabulary words to read and illustrate them. In the dictation the six children tended to write words as they heard them, or wrote them with

Spanish pronunciation, they were able to recognize the difference between writing in Spanish or English. According to Rubin and Galvan (2005 p.732), “children at the age of six can make difference between letter structures in two languages”. The second part of the assessment consisted on reading three common words and then drawing them to check if they could recognize each word.

The chart below explained children results in the first part of the assessment, and picture how children wrote them. It is important to mention that at the time this English assessment was applied, the six children had not concluded their Spanish literacy process.

Table 5.2 First English literacy assessment chart.

Word	Ivanna	David	Luis	Raquel	Santiago	Juan Carlos
Cat	<u>set</u>	<u>cat</u>	<u>cart</u>	<u>cat</u>	<u>cat</u>	<u>cat</u>
Pet	<u>paem</u>	<u>Pete</u>	<u>pet</u>	<u>Pet</u>	<u>pet</u>	<u>Pet</u>
Milk	<u>mio</u>	<u>midi</u>	<u>Mic</u>	<u>Milc</u>	<u>milc</u>	<u>milc</u>
House	<u>gavil</u>	<u>casu</u>	<u>gous</u>	<u>gous</u>	<u>haus</u>	<u>gous</u>
Alligator	<u>a:got</u>	<u>ageto</u>	<u>anigeton</u>	<u>alligeton</u>	<u>pligeton</u>	<u>A ligeton</u>

So as mentioned above, Ivanna had some difficulties in her Spanish literacy process, and in English she hardly wrote a word. She was able to write a word like in Spanish /cat/, and the other dictated words were hard to understand, and did not write properly. In the second part of the test, she was not able to read an English word. “Children whose language

problems persist past age five may be at risk of developing awareness deficiency”(Catts cited in Griffith & Beach, 2008 p. 48).

David took this English assessment, he had some difficulties in writing as well. He identified more words, but misspelled them. Even though he tried to write longer words he could not. In the second part of the test, he read and drew the three given words. He showed an understanding of each word.

In Luis' first English assessment, he showed he could write the dictated words. He had spelling problems in long words; he wrote correctly one syllable words correctly. He was confused with the use of the /k/ sound and he used the /c/ sound instead. When reading words, he could identify the words and illustrate properly. Raquel made the same mistakes as Luis in spelling and she could also read and illustrate words properly. Her English reading was slow; as she read she identified some vocabulary words and pronounced them correctly.

Even though Santiago and Juan Carlos had an advanced level in their Spanish literacy skills, they made the same English spelling mistakes as Raquel and Luis; they had problems with the /k/ sound and they tended to write as they heard the words. Santiago became a fluent English reader, and Juan Carlos had some problems in uncommon word pronunciation. Both children got the meaning of the words when they drew them.

The second English assessment was carried out at the end of preschool. Most of the students improved in both literacy skills. The test consisted on a list of word dictation, and the ability to write a sentence with a given structure. In general, children were able to write more complex spelled words, and followed the pattern to construct a sentence using some pictures. In the reading section, they had to read a story with animals and number vocabulary.

At this point, Ivanna was still considered at the Pre-communicative stage. She was able to recognize some letters and wrote them, but she could not write the complete word. She could copy the pattern to build a sentence, but she was not able to do it by herself. Children at this stage “know the difference between writing and drawing, write with scribbles, mock letters, and real letters unconnected to sounds” (Rubin & Galván, 2005 p. 736).

David and Luis wrote some words, as they heard them and therefore, misspelled them. However they wrote the ones which were familiar to them correctly. They had problems in spelling double vowels sounds. They were able to build sentences through images. The words they did not know, they invented a new English word similar to a Spanish word or to something that made sense to them. For example, David did not know how to say cat in English, so he wrote / miau/ in Spanish. In the reading skill, they had some pronunciation mistakes but they were able to read numbers and some animal names.

In the second assessment Raquel, Santiago and Juan Carlos kept in the phonetic stage. Their writing was neater than the others, and they wrote most of the words correctly. They were confused in spelling words with double vowel sounds. For example they wrote teacher in different ways, tiher, techer, or ticher. They spelled the word girl as ger, or gril. According to Rubin and Galván (2005, p. 736) in bilingual literacy context, some errors are made because of different letter–sound relationships in the two languages.

Standardized test: Primary school

The third English assessment was carried out after children started primary school. When the English Standardized test was applied, they already were conscious about the two different literacy processes. According to Solovevia and Quintanar (2008, p. 17) “in the transition to primary school, children become conscious about the language structure, and

children achieve brain maturity". A sample of a "Reading I Core Common Standard test" (see appendix F) was applied to measure children English language acquisition process. The test evaluated phonemic awareness, words segmentation and children reading readiness. The purpose of the exam was to identify children literacy stage, and the possible problems they had at that moment.

At the moment Ivanna took the test, she was facing different problems in her two literacy processes, and now in the content classes. In the standardized test she was able to identify the sounds of the words, she recognized the vocabulary asked by identify the meaning of them through images. However, she had some difficulties in identifying words in a sentence. Word segmentation was a task that she could not achieve. In the English reading assessment, she just read the words she recognized, she was asked to read three sentences, and she could not do that.

David found some difficulties in his English literacy process. In the test, he showed a better understanding of English instructions. In the phonemic awareness part, he could identify the word sounds and could match the word to the image. He was able to read the sentences. He had some difficulties in pronunciation, but he was able to read them, he showed an understanding of the context. He had some difficulties in word segmentation, and he could segment only the words he recognized, and one syllable words.

Luis performance in his standardized test showed he was able to identify vocabulary words, and match them according to the sound. He also was able to read sentences, he had some problems in word pronunciation, but he read little faster than Ivanna and David. In word segmentation part, he could do with part of the sentences. He segmented correctly the vocabulary words he knew previously. In the reading readiness part, he could read sentences properly and complete them with the correct sentence.

Raquel Santiago and Juan Carlos kept the same English proficiency level after the standardized test, their improvement along this process was evident; Raquel recognized the sounds from the phonemic awareness activity properly. She became a fluent reader with few pronunciation problems that after feedback, she improved. Word segmentation activity demonstrated she understood patterns, and she identified the words in the sentence. Santiago presented some problems in dividing the sentence with spaces.

After observing all the English assessments and the Standardized test children were categorized according to their writing bilingual skills. The following chart explains children progress in their English literacy process. As mentioned in chapter 3, Rubin and Galván (2005) classified bilingual children literacy stages in the following: pre –communicative, semi phonetic, phonetic, transitional and conventional stage.

Table 5.3 Children's English literacy progress chart

Student name	First English literacy assessment	Second English literacy assessment	Third English literacy assessment
Ivanna	Pre - communicative stage	Pre - communicative stage	Semi phonetic stage
David	Pre - communicative stage	Semi phonetic stage	Phonetic stage
Luis	Semi phonetic stage	Semi phonetic stage	Phonetic stage
Raquel	Phonetic stage	Phonetic stage	Transitional stage
Santiago	Phonetic stage	Phonetic stage	Transitional stage
Juan Carlos	Phonetic stage	Phonetic stage	Transitional stage

Report cards: Preschool and primary school

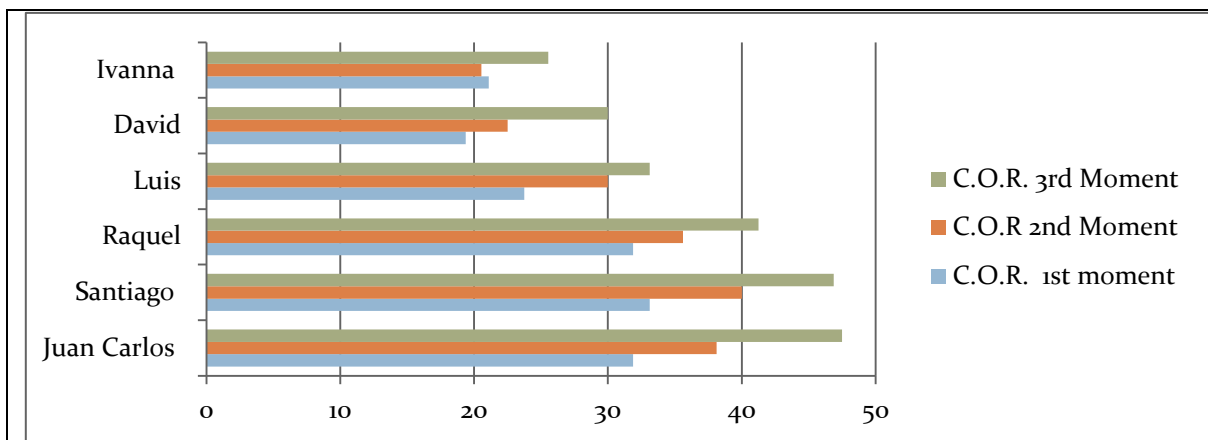
Children's report cards were a useful tool in this study. Report cards from preschool and primary school were analyzed in order to observe children performance mainly in the language and literacy area. Report cards in the preschool aimed to show children

performance in different competences. As I mentioned in chapter four, the school in which this studied was carried out follows the High Scope curriculum. “High/Scope believes child assessment is a vital and necessary component of all high quality early childhood programs”. “Assessment is important to understand and support children’s development. It is also essential to document and evaluate how effectively programs are meeting their educational needs”(Epstein, Lawrence, & DeBruin, 2006 p. 17).

The school follows the assessment called COR (Child Observation Record). “The Preschool COR is an observation-based assessment instrument for children in preschool. It is designed to measure children’s progress in all early childhood programs” (Epstein, Hohmann, & Hohmman, 2010, p. 1). In this study, C.O.R. was observed in its three different periods to show children’s progress in the language and literacy category, this category focused on listening, vocabulary, phonemic awareness, reading and alphabetic knowledge. Therefore, these items allowed checking children’s performance.

The graph below (figure 5.7) shows children performance in the three different periods. The highest score is 50 points.

Figure 5.7 Language and Literacy Children Observation Record (C.O.R.) students' average.



As shown in the graph, Ivanna and David got the lowest score. Spanish literacy was evaluated in the first C.O.R. moment, in which Ivanna and David got the lowest scores (20 points) in reading and writing, phonemic awareness and vocabulary use. Luis had 30 points which showed a better performance in the same areas, but he got 20 in reading skills.. In the first assessment, he got 40 points in the different categories even though she had some problems in her Spanish literacy assessment. Santiago and Juan Carlos got the highest scores in the four categories showing evidence of their Spanish literacy development.

In the second C.O.R period, children literacy processes were observed to check their progress in Spanish and English literacy. Ivanna got the same points, she did not improve in English, she had the same problems with phonological awareness, reading and writing patterns and her grades were the lowest of the group. David got higher grades in vocabulary and listening. However, he did not improve in Spanish reading and writing, but in English, he seemed to have an idea about letters sounds and words. He got higher grades in the listening and phonemic awareness skills. At that time, Luis and Raquel were considered alphabetic in their Spanish literacy process, their scores were higher, but Luis's assessment still reported some difficulties in phonemic awareness, reading and writing. Raquel showed considerable advance in all areas. Consequently, Raquel performance in the English literacy process was scored high. Her grades reported she was aware of both processes. She got closer to Santiago' and Juan Carlos' biliteracy development processes.

The third C.O.R. period showed all students improvement in different skills, at the end of the preschool, most of children were considered in an alphabetic stage in their Spanish literacy process, and in English most of them got higher scores in vocabulary, phonemic awareness, reading and writing skills. Ivanna and David were not considered at the alphabetic stage but David's results indicated he had developed his literacy processes in

Spanish and English. David had passed from a pre-syllabic to a syllabic stage in Spanish, and his score in reading and writing had improved. He did not show a significant improvement in English and his scores were low. Luis also improved in his literacy skills, and his grades did too.

In primary school, teachers report children progress in school through “report cards” which aim to show learning children progress based on the established awaited learning and standards to each subject. The purpose of the report cards in elementary school is to show students, parents and administrators each student progress in different areas. Basic education program suggests a permanent evaluation within daily activities, teachers’ observations and assessments and report them each two months. (Plan de Estudios, 2011).

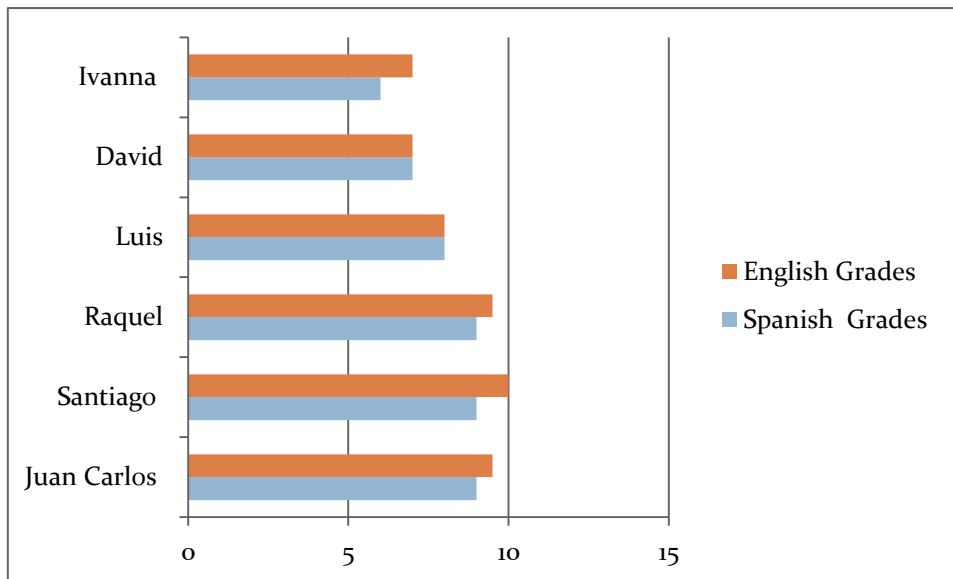
The report cards in which the study was carried out showed children’s performance in Spanish and English. In Spanish, this card evaluates literacy development and other content subjects such as Math and Science. In English, the report card evaluates second language literacy skills such as; reading writing, phonemic awareness, listening and content subjects too.

In this study, elementary school report cards were a sample of children progress in their literacy processes. Spanish subject grades as well as English reading writing and spelling grades were observed to check children’s assessment.

The following chart indicates student’s progress in content areas and their literacy processes consolidation. Ivanna’s report card showed a little improvement in Spanish and English. She continued with her attention disorder, at that time she was asked to work with a therapist. In Elementary school David could achieve both literacy processes. He improved his grades in both areas. Luis achieved his processes and his grades showed an improvement. Raquel grades in elementary school were higher, and her proficiency level

was similar to Santiago and Juan Carlos. She improved in all the different areas and content subjects. Santiago was the one who developed more in both his literacy processes and the content subjects. The transition to elementary school for Juan Carlos was hard; he faced some problems that affected his performance at school, and got lower grades in the first two evaluations.

Figure 5.8 Children's Report Card Spanish and English averages.



5.3 Children's beliefs and their literacy development processes

During the study, children showed a good attitude towards their English learning. They seemed to enjoy their English classes. During the study, they showed interest in the vocabulary. David liked English more than Spanish. He had problems in his Spanish literacy process. Once he started his English literacy process, he was conscious about it and he could learn to write in both languages. He had a low level at first, but after he started learning English he could develop both literacy processes. In contrast, Ivanna had the same level as David at the beginning but her maturity problems did not help her raise her

awareness of both processes, so that, she did not reach the phonetic stage. The following chart shows children attitudes in acquiring literacy simultaneously.

Table 5. 4 Children beliefs about their literacy processes

Name	Spanish literacy	English literacy
Ivanna	Spanish was easier, she understands words in Spanish	She doesn't understand English words. She finds English difficult.
David	It is easier for him to write in Spanish, writing words was easier	It is difficult for him to pronounce words, he doesn't like English but he likes to learn other languages
Luis	He was pushed by the parents.	English is fun, speaking and pronunciation. He considers writing in English is easier.
Raquel	It was complicated and boring for her.	Gets easier. Homework was easier, because she was learning another language.
Santiago	Spanish was easier for him he actually learned in advance	He likes to write in English, but he considered it difficult.
Juan Carlos	Spanish was easier because words were less confusing. Pronunciation was different.	He likes to write in English but reading is hard. He felt confused with Spanish words.

5.4 Children's backgrounds, home support and their literacy development processes

Reading, writing and talking are part of everyday activities. Children are exposed to different literacy experiences at school and home. At school teacher guides them to fulfill daily literacy activities. At home parents' support plays an important role in children's development. This study observed parents' backgrounds, the influence in their children processes and their own beliefs of how support their children in biliteracy acquisition process. Griffith and Beach (2008 pp. 173) defines parents involvement as "parents role conception which describes what parents thought they were supposed to do, and perceived efficacy describes how effective parents believe they can support their child's learning". During this study, parents were observed about their own conception of how to support their children. Most of the time, they helped as they were taught. "parents construct their

beliefs through the past and present experiences. Thus, beliefs about parents' involvement are shaped by, and represent, the values, of family members and friends" (ibid, p. 172).

Table 5.5 shows the six children's parents backgrounds and their study level in order to understand their influence in their children biliteracy processes. This information was provided by parents through different informal chats.

Table 5.5 Parents backgrounds

Participant name	Mother's background	Father's background
Ivanna	BA – basic English level Stay at home mother	BA – High school engineering. Basic English level
David	BA Stay at home mother	BA level Publicity company
Luis	BA Accountant insurance company	BA accountant Car factory
Raquel	BA – studied English at different languages school s Own commerce	BA Professional chef
Santiago	Masters– she teaches in a university. Proficient English level UPAM (Universidad Tecnológica de Amozoc) engineering area	Masters Engineering Car company: Federal Mogul
Juan Carlos	Masters Math teacher SEP	Masters Office SEP

In this study parents' background and professional level had a positive effect with children success in their biliteracy processes. Children, whose parents had a professional background, were more successful in their understanding of their children's biliteracy processes. Parents' participation in children's literacy development plays an important role. During the study they were asked about the way they support their children. "All children

are likely to become more successful readers and writers when teachers have a strong family involvement component in their literacy program” Mandel & Tracey (2007, pp. 66 – 67).

5.5 Conclusions

This chapter has presented the results of the data collected. Children’s literacy stories were exposed in depth. It was also important to analyze different aspects such as; grading, tests, children work, phonological awareness to understand children’s L1 and L2 literacy processes. It has been interesting to see how children learning attitudes and strategies were different, and social, cultural and parents support or resistance were important factors in children’s literacy development.

In the next section the implications of the findings are pointed out, study limitations, study contributions, and recommendations for further research are made.

CHAPTER 6: FINDINGS AND RESULTS

6.0 Chapter overview

6.1 Findings and significance

6.2 Study Contributions

6.3 Limitations

6.4 Recommendations for further research

6.5 Pedagogical implications

6.6 The reflective account

6.7 Conclusions

CHAPTER 6: FINDINGS AND RESULTS

6.0 Chapter overview

The last chapter presents the interpretation and discussion of the analysis and results found in Chapter 5 according to the research questions that were set out for this study. This chapter describes the most relevant findings after analyzing the data. Chapter 5 also states the study contributions, implications, recommendations and limitations that originate from this research. Finally, I will provide possible areas for further research as well as my final comments.

6.1 Findings and significance

There is very little research on children literacy process in artificial bilingual English Spanish contexts and the analysis of children's transition process from preschool to elementary school in Mexico were the main objectives of this study. In this exploratory study, children's Spanish and English assessment, children's work and score sheets were described and analyzed. It was also important to examine children behavior towards the transition process they were involved in.

This investigation observed children literacy development through the last semester of preschool and the first of elementary school. The findings of the study allowed observing and understanding children literacy development. This process mainly depends of each children and the learning environment provided mainly by the parents' support and school involvement. In this case preschool learning played an important role in these children's literacy learning. Preschool gave children the opportunity to acquire both literacy processes at the same time. "Children who have high – quality preschool

experiences with an emphasis on language and literacy are more likely to acquire strong language and literacy skills that translate into achievement in the early grades and throughout their schooling” (Mandel & Tracey, 2007 p. 63 – 64).

The data analysis in this study indicated that all these children were able to reach either a syllabic or alphabetical stage in both languages using different rhythms, paces and using different tools and support without affecting either acquisition process significantly. Escamilla (2000, cited in Rubín and Galvan 2005 p. 732) stated “in young children learning two-languages frequently use both of their languages to communicate ideas and to demonstrate what they know. There is no evidence that the use of two-languages causes children to become confused” (p. 123). These children’s family context affected their linguistic development considerably.

Therefore, this transition period becomes an important stage in children lives because it can be a critical factor in determining children’s future progress and development (Vrinitioni, Einarsdottir & Broström, 2006). We as educators must be conscious about this process, and accompany children in this important stage.

This study also identified the influence of the children phonological awareness processes and their literacy development. Children’s work and phonological awareness activities helped them to understand reading and writing patterns in English, and facilitated their reading and writing processes in Spanish. “Immersing these children in reading and writing activities that support mainstream children’s development of phonological awareness benefit children performance in the school environments” (Griffit & Beach, 2008 pp. 63 – 64).

6.2 Study Contributions

The findings of this study contribute to our understanding of children's biliteracy acquisition processes in the transition between kindergarten and primary school in a bilingual school. The first focuses on the children's English and Spanish literacy development processes. The second highlights the importance of children's transition process between preschool and primary school. "As researchers, bilingual educators (and all language educators) need to have opportunities to reflect critically on the contexts and content of their teaching; and to uncover the communicative repertoires (media) that students bring to school and that can serve as resources for their language and literacy development" (Hornberger, 2004 p. 168).

6.3 Limitations

The limitations of this study are related to the lack of information on biliteracy processes in Mexico. Since teachers and administrators in bilingual institutions tend not to recognize the importance of research to inform about the complexity of both language acquisition processes. There is little research about children's biliteracy acquisition processes in Spanish and English in this context.

Teachers' ratings in the report cards were interpreted as teachers' observations and criteria. However, grades sometimes did not match with children's improvement. "Research shows that teacher ratings can have considerable short- and long-term predictive validity throughout later school years and even into adulthood" (Schweinhart, Barnes, & Weikart, cited in Epstein, Lawrence & DeBruin, 2008).

6.4 Recommendations for further research

After the evidence of the few studies on elite bilingual literacy experiences in Mexico, and after doing this study, research in teachers beliefs about biliteracy experiences should be considered in order to observe teachers' readiness to face these processes that are becoming popular in bilingual schools. Research on teacher development in bilingual contexts should also be done to observe and help teachers to create strategies to enhance children to become biliterate.

6.5 Pedagogical implications

The pedagogical implications of this study is that there is a need to raise English teachers understanding about the importance of the transition between kindergarten and primary school specially in bilingual contexts as well as to raise their awareness about the differences in rhythm and pace of each child's bilingual literacy processes. This connects closely with Vygotsky's zone of proximal development.

As bilingual school educators and administrators, it is important to take into account each child's needs in a bilingual context, to design and develop courses in which phonological awareness, content subjects and English have a strong relationship.

6.6 The reflective account

In my position as administration of a bilingual primary school, every day I saw children English development at different stages. This study helped me to realize how important it is to provide children with the tools for a better learning. Now, I am aware that learning two literacy processes is a complex task that teachers must understand while planning and deciding activities to enhance learning. "As researchers bilingual educators need to have opportunities to reflect critically on the context and the content of their

teaching; and to uncover the communicative repertoires that students bring to school and serve as resources for their language and literacy development” (Hornberger, 2004 p.168).

Carrying out this study raised my awareness about children needs while learning two languages at the same time. Now, I am conscious about the children’s processes in the transition between kindergarten and primary school. This helped me too to understand different children’s processes, and that as an administrator, I must support them in their biliteracy processes.

6.7 Conclusions

This final chapter summarized the most relevant results in this research and discussed its implications. Children development in their literacy processes were the basis of this research in which the findings revealed that all the children, in this study, constructed their own process according to their specific context. Children can acquire two literacy processes simultaneously. In some cases their literacy process in Spanish supports their literacy process in English and in some other cases their English process helped them understand their Spanish process. Parents and educators support had an important role in these 6 children’s development processes. When working with children’s biliteracy processes, it is also important to be conscious about the physical and cognitive changes children face in the transition from preschool to elementary school.

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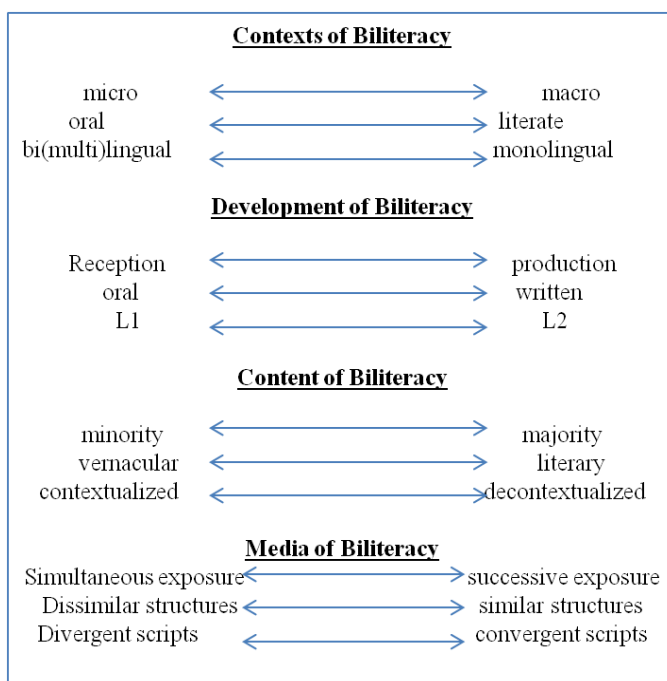
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APPENDIXES

APPENDIX A

The Continua of Biliteracy



APPENDIX B

Lenguaje y capacidad para leer y escribir / Language and Literacy			
Q. Escuchar y comprender el lenguaje oral / Listening and Understanding speech			
R. Uso del Vocabulario / Using Vocabulary			
S. Uso de patrones complejos del lenguaje oral / Using complex patterns of speech			
T. Capacidad de distinguir los sonidos de las palabras / Showing awareness of sounds in words.			
U. Mostrar conocimiento acerca de los libros / Demonstrating knowledge about the books			
V. Uso de los nombres y sonidos de las letras / Using letter names and sounds			
W. Lectura / Reading			
X. Escritura / Writing			

APPENDIX C

Jardín de Niños

R.O.N. Registro de Observación del Niño / C.O.R. Child Observation Record
2012-2013



Nombre / Name: _____ Grupo / Grup: _____

I. Iniciativa / Initiative

A. Hacer elección y planes / Making choices and plans			
B. Solución de problemas con materiales / Solving problems with materials			
C. Capacidad de iniciar juegos / Initiating play			
D. Hacerse cargo de las necesidades personales / Taking care of personal needs			

III. Representación Creativa / Creative representation

I. Baborar y construir modelos / Making building models			
J. Dibujar y pintar / Drawing and painting models			
K. Juego de roles / Pretending			

V. Lenguaje y capacidad de leer y escribir / Language and literacy

Q. Escuchar y comprender el lenguaje oral / listening to and understanding speeches			
R. Uso del vocabulario / Using vocabulary			
S. Uso de patrones complejos de lenguaje oral / Using complex patterns of speech			
T. Capacidad de distinguir los sonidos de las palabras / Showing awareness of sounds in words			
U. Mostrar conocimiento acerca de los libros / Demonstrating knowledge about books			
V. Uso de los nombres y sonidos de las letras / Using letters names and sounds			
W. Lectura / Reading			
X. Escritura / Writing			

El R.O.N. es un instrumento de evaluación para niños de edad preescolar; el cual permite interpretar y evaluar las anécdotas sobre el comportamiento de los niños, cuya finalidad será crear un perfil preciso, útil y objetivo del desarrollo del niño.

II. Relaciones sociales / Social relations

E. Relaciones con adultos / Relating to adults			
F. Relaciones con otros niños / Relating to other children			
G. Soluciones de conflictos entre personas / Resolving interpersonal conflicts			
H. Expresar y entender sentimientos / Understanding and recognising feelings			

IV. Música y movimiento / Music and Movement

L. Moverse de diversa manera / Moving in various ways			
M. Moverse con objetos / Moving with objects			
N. Sentir y expresar el pulso / Feeling and expressing steady beat			
O. Moverse con la música / Moving to music			
P. Cantar / Singing			

VI. Matemáticas y Ciencias / Mathematics and science

Y. Clasificar objetos / Sorting objects			
Z. Identificar patrones / Identifying Patterns			
AA. Comparar propiedades / Comparing properties			
BB. Contar / Counting			
CC. Identificar posiciones y direcciones / Identifying position and direction			
DD. Identificar secuencias cambios y causalidad / Identifying materials and properties			
EE. Identificar Materiales y propiedades / Identifying materials and properties			
FF. Identificar objetos naturales y seres vivos / Identifying natural and living things			

Las puntuaciones que a lo largo del preescolar podrá obtener, serán dentro del rango 10-50; siendo este último el más alto, y el cual se logra en el tercer periodo de 2º año del nivel.

1er. momento

Firma

Fecha: _____

2do. momento

Firma

Fecha: _____

3er. momento

Firma

Fecha: _____

APPENDIX D

Primaria
2013 – 2014
PRIMERO

Boleta Interna

Licéista: _____ Grado: 1º "A"

EVALUACIÓN COMPRENSIÓN LECTORA

Los siguientes aspectos se relacionan con el desarrollo de la comprensión al leer y escribir permitiendo informar al alumno:	Agosto	Noviembre	Marzo	Junio
1. Comenta de qué puede tratar un texto a partir de su título	Siempre Ocasionalmente En ocasiones Requiere apoyo	Siempre Ocasionalmente En ocasiones Requiere apoyo	Siempre Ocasionalmente En ocasiones Requiere apoyo	Siempre Ocasionalmente En ocasiones Requiere apoyo
2. Localiza información específica de un texto	Siempre Ocasionalmente En ocasiones Requiere apoyo	Siempre Ocasionalmente En ocasiones Requiere apoyo	Siempre Ocasionalmente En ocasiones Requiere apoyo	Siempre Ocasionalmente En ocasiones Requiere apoyo
3. Opina sobre el contenido de un texto	Siempre Ocasionalmente En ocasiones Requiere apoyo	Siempre Ocasionalmente En ocasiones Requiere apoyo	Siempre Ocasionalmente En ocasiones Requiere apoyo	Siempre Ocasionalmente En ocasiones Requiere apoyo

Primer Periodo

Firma Padre o tutor: _____

Segundo Periodo

Firma Padre o tutor: _____

Tercer Periodo

Firma Padre o tutor: _____

Cuarto Periodo

Firma Padre o tutor: _____

Quinto Periodo

Firma Padre o tutor: _____

Asignatura	1	2	3	4	5
Español					
Matemáticas					
Exploración de la naturaleza y sociedad					
Formación cívica y ética					
Educación física					
Educación artística					
English Subjects					
Vocabulary & Writing					
Grammar					
Reading					
Listening					
Spelling					
Speaking					
Integrate					
Hábitos					
Inasistencias					
Retardos					
Puntualidad					
Disciplina					
Uso de materiales escolares					
Tareas					

Escala de Evaluación E - Excelente MB - Muy Bien B - Bien
10 - 7 Acreditado S - Suficiente NS - No Suficiente
6 - 5 No Acreditado (N/A)

APPENDIX F (Ivanna's work)

1. t k a
2. f r a s
3. s u
4. m i
5. g
6. e g
7. m e f h i
8. a
9.
10. g n i
11. o m e u m e m o s u

OBSERVACIONES:

Mi oso se asea con jabón y esponja.

mi oso se asea con jabón y esponja

Dictado
de palabras

1. daet
2. gooti
3. gteio

4. gteio
5. gteio
6. gteio

Write the words

1. cat
2. paem
3. mio
4. gavi
5. agto

Read the word and draw it.

Fish

Lion

Sun

A handwritten list on a grid background. The list consists of 12 numbered items. The numbers 1 through 12 are written in red ink. The words are written in black ink. The words are: 1. Psoi, 2. zaplo, 3. jedre, 4. pifne, 5. fox, 6. alma, 7. Fajon, 8. It is a cat, 9. It is a dog, 10. It is a lion, 11. It is a fish, 12. It is white.

1. Psoi
2. zaplo
3. jedre
4. pifne
5. fox
6. alma
7. Fajon
8. It is a cat
9. It is a dog
10. It is a lion
11. It is a fish
12. It is white

I Can Read

I can read from left to right.

Directions: Read the sentences below. Start at the left and move to the right.



The dog wants to eat his food now.



I can jump over the box on the floor.



My mom and dad took me to the zoo.



We had lots of fun at the zoo with the class.



I know that spaces go between words.

Directions: Rewrite the sentences below so that they have spaces.

Thecatwentinthebox.

The cat went in the box.

CanIhavethatcake?

Can I have that cake?


Reading Readiness

Read the words in the word box.

Read each sentence.

Fill in the blank with a word from the word box to complete each sentence.

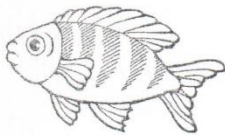
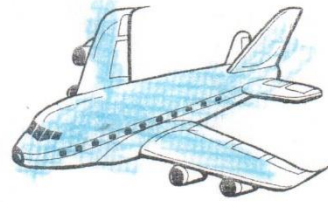
plane apple desk fish house

The apple is sweet. 



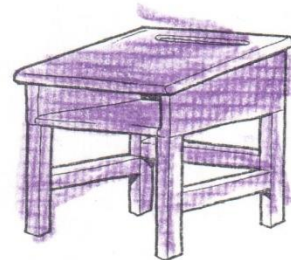
I live in a house.

A plane flies
in the air.



A fish can swim.

I do homework at
a desk.



APPENDIX G (David's Work)

1. ~~o~~
2. p o
3. e / o e e
4. i o o
5. o o
6. o l e o
7. e e
8. e a
9. o o p p
10. o o p p
11. v e a o e o

COPIADO

Mi oso se aseá con jabón y esponja.

mi oso se aseá con jabón y esponja.

Dictado
de palabras

1. t me
2. teo
3. pe no

4. ta o h
5. Mi o
6. Ya o to a i

Write the words

1. cat
2. Pete
3. Mia
4. Cas
5. apto

Read the word and draw it.

Fish 

Lion 

Sun 

I Can Read

I can read from left to right.

Directions: Read the sentences below. Start at the left and move to the right.



The dog wants to eat his food now.



I can jump over the box on the floor.



My mom and dad took me to the zoo.



We had lots of fun at the zoo with the class.



I know that spaces go between words.

Directions: Rewrite the sentences below so that they have spaces.

Thecatwentinthebox.

The cat went in the box.

CanIhavethatcake?

Can I have that cake?

APPENDIX H (Luis' Work)

1. papoma
2. papoma
3. papoma
4. papoma
5. mriego
6. etice
7. flo
8. uneta
9. acate
10. nerice acate
11. buvirs

Mi oso se asea con jabón y esponja.

Mi oso se asea con jabón y esponja.

Dictado
de palabras

1. dame -----
2. dedo -----
3. pepino -----

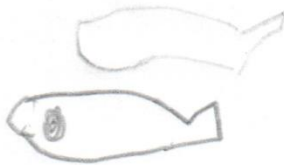
4. dragón -----
5. peligro -----
6. Ferocacitr -----

Write the words

1. cat
2. pet
3. Mic
4. gans
5. anigeton

Read the word and draw it.

Fish



Lion



Sun



Wednesday July 3rd 2013

- 1 pencil
- 2 apple
- 3 ger
- 4 teacher
- 5 socks
- 6 animal
- 7 jobs
- 8 It is a car
- 9 It is bus
- 10 It is a Christmas tree
- 11 It is a rabbit
- 12 It is a yellow
- 13 It is a beige apple
- 14 It is a blue door

I Can Read

I can read from left to right.

Directions: Read the sentences below. Start at the left and move to the right.



The dog wants to eat his food now.



I can jump over the box on the floor.



My mom and dad took me to the zoo.



We had lots of fun at the zoo with the class.



I know that spaces go between words.

Directions: Rewrite the sentences below so that they have spaces.

Thecatwentinthebox.

The cat went in the box

CanIhavethatcake?

Can I have that cake

Reading Readiness

Read the words in the word box.

Read each sentence.

Fill in the blank with a word from the word box to complete each sentence.

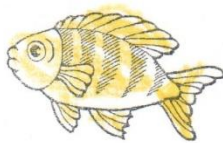
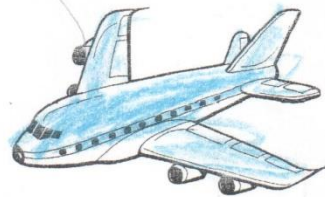
plane apple desk fish house

The apple is sweet.



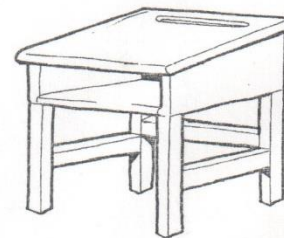
I live in a house.

A plane flies
in the air.



A fish can swim.

I do homework at
a desk.



APPENDIX I (Raquel's work)

1. pah
2. lapis
3. tisió
4. lboro
5. oimorihó
6. erice
7. iio
8. cuenta
9. cacaguate
10. ericec mpracaguate
11. guamoscher tisió

Alfabético

Alfabético

Alfabético

COPIADO

Mi oso se asea con jabón y esponja.

Mi oso se asea con jabón y esponja.

Dictado
de palabras

1. jabón -----
2. esponja -----
3. pepino -----


4. jabón -----
5. pepino -----
6. pepino -----

Write the words

1. cat
2. Pets
3. Milk
4. gays
5. aligator

Read the word and draw it.

Fish 

Lion 

Sun 

Wednesday July 3rd 2013

- 1 Pencil
- 2 Apple
- 3 car
- 4 teacher
- 5 zoxs
- 6 a kamp
- 7 a gors
- 8 It is a car
- 9 It is a bus
- 10 I lay cris mas tri
- 11 It is a white rabbit
- 12 It is a yellow son
- 13 It is a byg Enpleyn
- 14 It is a blu car

I Can Read

I can read from left to right.

Directions: Read the sentences below. Start at the left and move to the right.



The dog wants to eat his food now.



I can jump over the box on the floor.



My mom and dad took me to the zoo.



We had lots of fun at the zoo with the class.



I know that spaces go between words.

Directions: Rewrite the sentences below so that they have spaces.

Thecatwentinthebox.

The cat went in the box

CanIhavethatcake?

Can I have that cake


Reading Readiness

Read the words in the word box.

Read each sentence.

Fill in the blank with a word from the word box to complete each sentence.

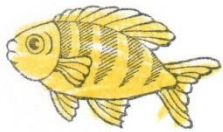
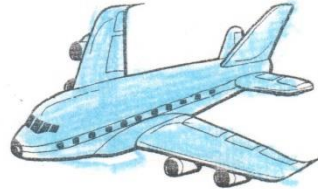
plane apple desk fish house

The apple is sweet. 



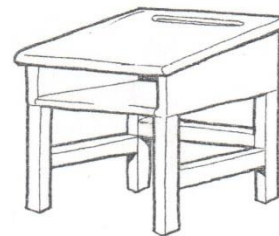
I live in a house.

A plane flies
in the air.



A _____ can swim.

I do homework at
a desk.



APPENDIX J (Santiago's work)

1. PAN
2. LAPIS
3. Trispla
4. LIBRO
5. Amarillo
6. Enrrice
7. PLO
8. Cuento
9. cacaguate
10. Enrrice compra cacaguate
11. gogamos en el trispla

Mi oso se asea con jabón y esponja.

Mi oso se asea con jabón y esponja.

Dictado
de palabras

1. osito
2. jabón
3. esponja

4. osito
5. esponja
6. jabón

Write the words

1. cat
2. pet
3. milk
4. house
5. Blige itor

Read the word and draw it.

Fish 

Lion 

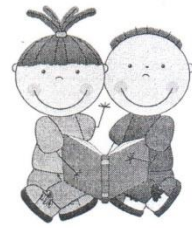
Sun 

- Wednesday July 3rd 2013
1. pencil
 2. apple
 3. girl
 4. tiger
 5. sock
 6. a lamp
 7. a horse
 8. It is a car
 9. It is a bus
 10. It is a Christmas tree
 11. It is a white rabbit
 12. It is a yellow shirt
 13. It is a big plane
 14. It is a blue dot

I Can Read

I can read from left to right.

Directions: Read the sentences below. Start at the left and move to the right.



The dog wants to eat his food now.



I can jump over the box on the floor.



My mom and dad took me to the zoo.



We had lots of fun at the zoo with the class.



I know that spaces go between words.

Directions: Rewrite the sentences below so that they have spaces.

Thecatwentinthebox.

the cat went in the box.

CanIhavethatcake?

can have that cake?

Item 3218


Reading Readiness

Read the words in the word box.

Read each sentence.

Fill in the blank with a word from the word box to complete each sentence.

plane apple desk fish house

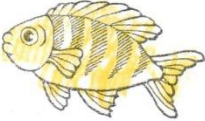
The apple is sweet. 



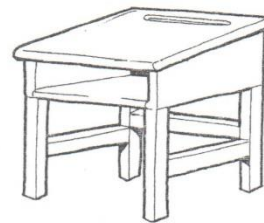
I live in a house.

A plane flies
in the air.



 A fish can swim.

I do homework at
a desk.

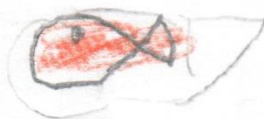


Write the words

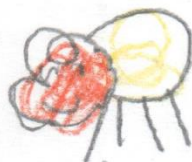
1. cat
2. pet
3. milk
4. gus
5. A tiger

Read the word and draw it.

Fish



Lion



Sun



I Can Read

I can read from left to right.

Directions: Read the sentences below. Start at the left and move to the right.



The dog wants to eat his food now.



I can jump over the box on the floor.



My mom and dad took me to the zoo.



We had lots of fun at the zoo with the class.



I know that spaces go between words.

Directions: Rewrite the sentences below so that they have spaces.

Thecatwentinthebox.

The cat + went + in the box

CanIhavethatcake?

Can have that cate