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GUAYAQUIL**

**FACULTAD DE EDUCACIÓN**

**CARRERA DE INGLÉS**

**PROYECTO DE INVESTIGACIÓN PREVIO A LA OBTENCIÓN DEL  
TÍTULO DE LICENCIADO EN LENGUA INGLESA MENCION EN  
ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS  
EN T.E.F.L.**

**TITLE:**

**SCHOOL READINESS AND EARLY LITERACY SKILLS IN  
ENGLISH LANGUAGE IN 4 TO 5-YEAR-OLD STUDENTS AT  
ACADEMIA NAVAL GUAYAQUIL,  
SCHOOL YEAR 2019-2020**

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<b>RESUMEN:</b> Learning English as a foreign language at an early stage gives children several benefits. One of them is that they can acquire English easier and faster, because childhood is the optimal time to learn a language given the child's cerebral plasticity: and as the child matures and the organization of the brain becomes more specialized, the ability to learn a language tends to decrease (Quidel, Del Valle, Arévalo, Nancucheo, & Ortiz, 2014). Writing is a process that starts in early stages and is correlated with school achievement. Therefore, every single action that an adult takes to help children in this process is important. The current article is aimed to analyzed the influence of school readiness on early literacy skills in English language, in 4 to 5-year old children from a private institución of Guayaquil, Ecuador. There were significant difficulties detected in students during the observation carried out. Students showed mainly difficulties to use print tools to express ideas or communicate in English. This was confirmed through the Goddard Dexterity test, which concluded that some children were in the lower range of equivalence, that is, with important difficulties in the development of their fine motor skills. The study had a descriptive and a field type, with a qualitative and quantitative approach. The theoretical foundations reviewed, and the research tools applied, allowed to confirm that school readiness influences positively on early literacy skills in children.	

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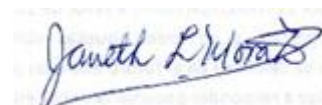
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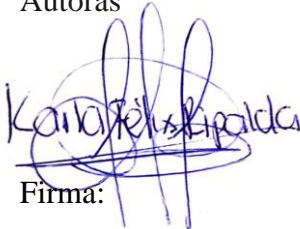


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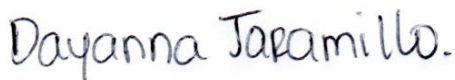
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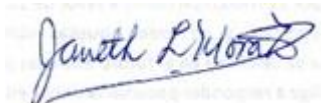
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Karla Félix Ripalda

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## INTRODUCTION

At early stages, children can get benefits from English language learning English. The most important is that the youngest the child, the better for them to learn. It happens because childhood is the optimal time to learn a language because when the child matures and the organization of the brain becomes more specialized, the ability to learn a language tends to decrease. The current study is directed to analyzed the influence of school readiness on early literacy skill in 4 to 5-year old students, and proposes the design of a teachers' guide with school readiness activities to develop early literacy skills in English, in children.

Chapter I describes topic of the current study, the background of the problem, the formulation and the systematization of the problem. The objectives, both broad and specific are described also in this section and are directed to analyze the influence of school readiness on early literacy skills in 4 to 5 year-old students at Academia Naval Guayaquil, School Year 2019-2020. The rationale included in this chapter emphasizes the importance, social relevance, beneficiaries and impact of the current study.

Chapter II covers in detail the theoretical framework for the research variables, including the analysis of similar studies that support and make reliable this project. The conceptual framework is also part of this section and includes the main concepts that are seen along the document. Finally, the legal framework presents the regulations that give reliability to this study and that are related to the educational field and also to the English language teaching.

Chapter III explains the Methodology applied in this project. It includes the research type and approach, as well as the research techniques, which are design according the approach applied, and that will be the way in which the information to be analyzed is obtained. The population and sample used in the study are also described. The chapter finishes with the analysis of the information.

Chapter IV details and describes the proposal, which is meant to give the problem of the study a solution. In this case, what it is proposed is the design of a teachers' guide with school readiness activities to develop early literacy skills in English, in 4 to 5 year-old students. The las part of this chapter includes the conclusions and recommendations, which are drawn on the basis of the bibliography review and the results obtained from the research tools.

# **CHAPTER I**

## **THE RESEARCH PROBLEM**

### **1.1. Title**

School Readiness and Early Literacy Skills in English Language in 4 to 5-Year-Old Students at Academia Naval Guayaquil, School Year 2019-2020.

### **1.2. Background of the Problem**

Learning English as a foreign language at an early stage gives children several benefits. One of them is that they can acquire English easier and faster, because childhood is the optimal time to learn a language given the child's cerebral plasticity: and as the child matures and the organization of the brain becomes more specialized, the ability to learn a language tends to decrease (Quidel, Del Valle, Arévalo, Ñancuqueo, & Ortiz, 2014). Another benefit is that the communicative competence is enhanced, promoting the learning of other foreign languages. English is considered a world language, so its learning will allow children to be exposed to a globalized education since little kids, and they will be also wide-open for learning other culture and social aspects.

Writing is a process that starts in early stages. Even though popular belief, this process starts from the earliest years and is correlated with school achievement. Therefore, every single action that an adult takes to help children in this process is important. Strickland & Riley-Ayers (2019) explain that a child is more likely to have difficulty learning to read and write when their early experiences with language and literacy are more limited, which means that exists an interrelation of all child's development domains, that is, physical domain, social-emotional domain, cognitive domain, and language and literacy domain.

On the other hand, the early childhood education in English that children may receive at preschool level, plays a very important role in their preparation for English language learning, and in this way, students can be ready for later success in school. Ford (2019) affirms that one essential aspect to any preschool program for English language learning, is effective instruction, that is, an instruction oriented to language development. In other word, developing early literacy skills in English at preschool level, will allow students to start school successfully. However, according to Hakuta (cited in Snow, Burns & Griffin, 2019) preschool children that has a different mother tongue than English, cannot learn to read and

write easily to some extent, especially if they attempt to learn reading and writing before getting their basic oral competence in English.

On the other hand, Murphy & Evangelou (2016) affirm that in the acquisition of skills and knowledge related to a foreign language, there are significant positive cross-linguistic correlations. Those correlations are especially for phonological awareness, knowledge of the alphabetic principle, word decoding skills, print awareness and general reading ability. The authors explain that those correlations are larger when languages are more similar. They strongly believe that young English language learners with early literacy skills in the heritage language, are able to demonstrate better skills in English and can acquire the skills in English more easily than English Language Learners with no or less well developed early literacy skills in the heritage language.

Additionally, Murphy & Evangelou (2016) mentioned that according to evaluative studies of bilingual pre-school and elementary school programmes for English language learners, teaching a child a skill in the heritage language does not hinder the development of the skills in English. The authors affirm that to the contrary, this can facilitate the English language learning. What is more, when planning literacy instruction for young English Language Learners, Murphy & Evangelou (2016) add:

It is helpful if teachers are aware of their students existing literacy-related skills and of literacy related practices in the home so that they are better able to individualise instruction that builds on their existing skills. Assuming that all ELLs lack literacy skills is wasteful and may result in students with existing literacy skills in the home language becoming disengaged because instruction does not line up with what they already know and can do.

For example, students who already have early decoding skills do not need the same level or kind of support to learn to decode in English as ELLs with no such skills. This can be done even if teachers themselves do not know all of the languages of their students: ask students to identify similarities and differences in sounds, words and grammar in their two languages – even young learners can do this and it helps enhance their metalinguistic awareness, a critical skill in the development of literacy. (p. 36)

In Ecuador, the Ministry of Education regulates all the levels of education, from preschool to high school, establishing learning standards. In the case of the English language, the standards begin at 2<sup>nd</sup> grade EGB in all schools and are divided into five main domains that agree with the Ministry of Education curriculum, focused on English language. Those domains are Language, Culture, Curriculum Development, Assessment, and Professionalism and Ethical Commitment (Ministry of Education, 2016).

The Language implies that educators apply theories about language learning, especially those aspect related to grammar and the way people acquire a foreign language. In this way, it will be easy for students that are learning English achieve their goals. The Culture domain is related to teachers' knowledge, understanding, and use of major concepts, principles, theories, and research about the nature and role of culture and cultural groups to construct supportive learning environments for students.

In addition, Curriculum Development indicates teachers' knowledge, understanding, and use of evidence-based practices and strategies related to planning, implementing, and managing standards-based English and content instruction. Assessment, on the other hand, is related to the way educators show their problems understanding, definitions of assessment and the use of standards-based procedures with students. Finally, ethical and profesional issues give an explanation of how educators can keep updated to new trends in language learning.

However, English is taught in private and public schools at preschool and kindergarten levels. The importance of this, is that little kids need to develop their early literacy skills before starting their general education.

Unidad Educativa Particular Academia Naval Guayaquil is an educational institution that includes the English learning since early stages. There are around 40 students at preschool level 2, which ranges from 4 to 5 years old. They are divided into classes A and B, with 20 students in each. It has been observed in Class B, that during the English classes, some students cannot process their concrete thinking in English to abstract representations, they seem to have some problems with their sensorimotor skills, and do not show interest for doing the activities prepared by the teacher. One possible cause is that children are not exposed to appropriate school readiness, maybe because teachers need to improve their practice in this sense. This causes the application of unsuitable activities in the classroom,



which may produce a lack of motivation in students to work and learn. For this reason, the present research work proposes the design of a teachers' guide with school readiness activities to develop early literacy skills in 4 to 5-year-old students at Academia Naval Guayaquil, during the school year 2019-2020.

### **1.3. Statement of the Problem**

What is the influence of school readiness on early literacy skills in English language in 4 to 5 year-old students at Academia Naval Guayaquil, School Year 2019-2020?

### **1.4. Problem Systematization**

- What are the theoretical foundations of school readiness and early literacy skills?
- What are the common difficulties that 4 to 5 year-old students have in early literacy skills?
- What is the importance of school readiness and early literacy skills?
- What aspects of writing should be considered in early literacy skills?
- What strategies for preschool language and literacy skills and literacy development should be applied?
- What domains in school readiness are relevant for the child to succeed in school?
- What are the implications of literacy skills in children's writing?
- What aspect are recommended to apply in early Literacy Skills Development?
- How can the speed and precision of children's arm and hand movements be measured?
- What school readiness activities can be applied to develop the literacy skills in 4 to 5 year-old students at Academia Naval Guayaquil, School Year 2019-2020?

### **1.5. General Objective**

To analyze the influence of school readiness on early literacy skills in 4 to 5 year-old students at Academia Naval Guayaquil, School Year 2019-2020.

### **1.6. Specific Objectives**

- To discuss the theoretical foundations of school readiness and early literacy skills, through a bibliographical review.

- To conceptualize the most important aspects regarding school readiness and the development of early literacy skills in English, through the application of the research tools.
- To design a teachers' guide with school readiness activities to develop early literacy skills in English, in 4 to 5 year-old students.

### **1.7. Rationale of the Problem**

In our society, many children usually begin school without the skills necessary to succeed, especially children whose native language is not English. Due to the fact that a child needs to gain experiences that will help them get ready for schooling, school readiness is an important part in early learning. It is commonly related to school success and considered an invaluable benefit for children. The present research work is *important* because it analyzes the influence that school readiness has on the early skills that 4 to 5-year-old students need to be successful at school. In addition, this study aims to identify the common difficulties that 4 to 5 year-old students experience in early literacy skills in English.

With globalization, learning English became a very important tool to help people reach better opportunities in life. Learning English is considered an element that helps people achieve success, and as a consequence, a more productive society is built. At early stages, English Language Learning gives students the chance of achieving their goals and future success. The *social relevance* of this research work is focused on the fact that well prepared students will have more chances of success at school, and as a consequence, they and will be more likely to break down the communication barriers.

The main beneficiaries of this study are the 4 to 5-year-old students at Academia Naval Guayaquil who will develop their early literacy skills in English. Those students who begin the English language exposure at an early age, in a formal way, achieve a better learning, understanding and motivation with it. Teachers are also beneficiaries, because they will have the chance of improving their methodology, as the present study proposes the design of a guide with school readiness activities to help them develop early literacy skills in English, in 4 to 5-year-old students.

Many children make the transition from preschool to school well, interacting with their partners and teachers in a new social environment, and with a good performance, all of

which predict success during the school years. Others, unfortunately, do not make the transition as easily. The proposal of this research work has a big *impact* in children's schooling, because it includes a set of carefully selected school readiness activities that will allow them to develop important early literacy skills in English.

### 1.8. Scope and Delimitation of the Study

**Responsible Unit:** Universidad Laica Vicente Rocafuerte

**People in charge:** Karla Patricia Félix Ripalda

Dayanna Lineth Jaramillo Hernández

**Field:** Education

**Area:** English

**Population:** 20 students from 4 to 5 years old at Academia Naval Guayaquil

**Execution period:** 2019-2020

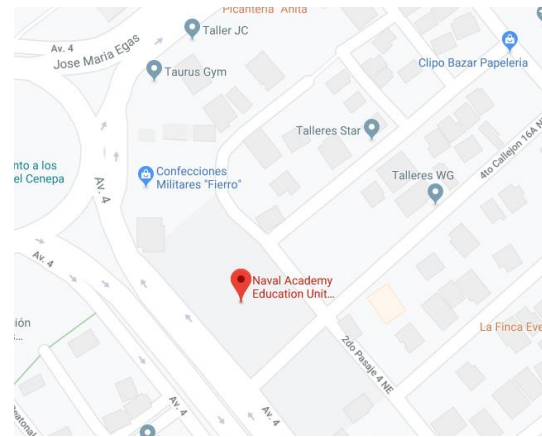


Figure 1. Delimitation of the Study.  
Source: GoogleMaps. (2019).

### 1.9. Idea to Defend

School readiness influences on Early Literacy Skills in 4 to 5 year-old students at Academia Naval Guayaquil, School Year 2019-2020.

### **1.10. Research Line**

The present research work is developed according to the research line of the Education Faculty, which is the “performance and professionalization of the teacher”, and also according to its research sub-line “communicative competencies in teachers and students”.

## **CHAPTER II**

### **THE THEORETICAL FRAMEWORK**

#### **2.1. Theoretical Framework Background**

Several studies have been consulted regarding School Readiness and Early Literacy Skills. Among them, six (6) have been found in journals or repositories of foreign, national, and local universities, such as Duke University, University of Delaware, University of North Carolina, Airlangga University, Surabaya, Indonesia, Universidad Nacional de Loja, and Universidad Laica Vicente Rocafructe. An overview of those studies focusing on the similarities with the current research is presented.

Babinski, Amendum, Knotek, Sánchez, & Malone (2018) carried out a research work titled “IMPROVING YOUNG ENGLISH LEARNERS’ LANGUAGE AND LITERACY SKILLS THROUGH TEACHER PROFESSIONAL DEVELOPMENT: A RANDOMIZED CONTROLLED TRIAL”. The authors represent the Duke University, University of Delaware, University of North Carolina, and University of North Carolina at Wilmington. This work was published in the American Educational Research Journal.

The main objective of this work is to examine the impact of the teacher’s professional development on teaching practices and the language and literacy skills for young learners. The article has a qualitative-quantitative approach, and its type is descriptive. The results showed important benefits that professional development may have on students of English as a Second Language.

This article is important for the current research work because explains how a randomized controlled trial for teachers’ professional development can improve early literacy skills in non-native students of English as a Second Language. Additionally, this article emphasizes the difficulties that learners of English as a Second Language face to develop their early literacy skills, as many teachers have not specialized training in working with little kids and a foreign language at the same time, so it remarks on the need that teachers have for professional development that are centered in good practices to work with English learners.

Rahmawati, Tairas, & Nawangsari (2018) developed a research article titled “CHILDREN’S SCHOOL READINESS BASED ON TEACHERS’ AND PARENTS’

PERCEPTIONS”, representing to Airlangga University, Surabaya, Indonesia. This work was published in the International Journal of Pedagogy and Teacher Education (IJPTE).

This article covers the early primary school entrance process and the difficulties that learners of English of a Second Language face to fulfill the demands and expectation of schooling. The study has a qualitative approach directed to identify the factors that influence children’s readiness to attend primary school. The research tools involved teachers and parents. The data process showed coincident points of view regarding cognitive (reading, writing and calculus), and non-cognitive factors that influence school readiness.

This article is relevant to the current research work because it describes parents’ expectations regarding children’s school readiness, and its importance for the development of early literacy skills prior starting primary school. Even though the article describes its approach as qualitative, it somewhat resembles the current study, which has a qualitative-quantitative approach.

Guamán (2015) developed the research work titled “EARLY CHILDHOOD STIMULATION AND ITS IMPACT ON THE PSYCHOMOTOR DEVELOPMENT OF FIRST GRADE STUDENTS AT U.E. SANTA MARIANA DE JESÚS, SARAGURO, SCHOOL YEAR 2014-2015”, from Universidad Nacional de Loja, prior to obtaining the Bachelor's Degree in Educational Sciences, mention Child Psychology and Nursery Education.

The broad objective of Guamán’s research work is to know the way in which the early childhood stimulation affects the psychomotor development of first grade students, and guarantees a better integrated development to help students in school readiness. The author describes the scientific, deductive, inductive, synthetic, and statistical model methods, as those used for data collection and analysis, and also to represent the relationship between the variables. After applying the research tools, it was concluded that early childhood stimulation is a key factor for the psychomotor development in children, especially on the early literacy skills.

This research work matches in several aspects with the current study. Both studies apply similar methods, and a qualitative and quantitative approach. Techniques and tools to collect data are also similar. Despite Guamán’s study includes the early childhood stimulation as an independent variable, the research is directed to explain the benefits that

such aspect brings to early literacy skills, where the psychomotor development is essential. The motor skills are particularly important for writing in English at early stages, which is the core of the current study.

Jiménez & Toledo (2019) carried out the study titled “IMPORTANCE OF SCHOOL READINESS ACTIVITIES ON EARLY LITERACY SKILLS FOR FIRST GRADE STUDENTS EGB AT AMAZONAS NAVAL ACADEMY, CANTON DURAN, SCHOOL YEAR 2018-2019”, from Universidad Laica Vicente Rocafuerte de Guayaquil, prior to obtaining the Bachelor's Degree in Early Childhood Education.

This study focuses on the importance of school readiness activities and describes the literacy skills as a natural process that should be oriented by teachers during the first years. The research work remarks that if students are well oriented, and motor skills well developed, learning in any language at this stage will be successful, and children's future academic learning will be defined. The methodology applied is descriptive, on the basis of a field research. The study proposes a methodological guide of activities to develop the cognitive, psychomotor and affective skills and concluded that school readiness activities have a positive influence in the development of early literacy skills.

The research work described above has relevance for the current study because it focuses on how important is the development of the psychomotor skills to help children reach their early literacy skills in any language, through school readiness activities. The research methodology, type and approach applied matches to the one used in the current research work. One important aspect to highlight is that Jiménez & Toledo's study explains children's awareness of print knowledge (writing), and that it works the same in any language.

## **2.2. Literature Review**

### **2.2.1. Institutional Research Line**

The present research project will be carried out according to the research line of the Education Faculty, which states the “performance and professionalization of the teacher”. Additionally, it is also framed under the research sub-line “communicative competencies in teachers and students”.

### **2.2.2. The Preschool Education**

Morin (as cited in Ministerio de Educación, 2017) states that Education is a process of knowledge acquisition, skills and attitudes, all these aspects being important in the life of the human being, because the knowledge of information or isolated data will never be enough. The author affirms that an individual has to place the information and data in context to make sense.

The Ministry of Education, as the responsible institution for national education, makes available to teachers and other actors of Preschool Education, a curriculum that allows to guide the teaching and learning processes in Preschool education. This document includes contributions innovative experiences and research on early childhood that have been developed inside and outside Ecuador. These studies are the technical support for the Preschool Education Curriculum. In order to ensure a proper application of the Preschool Education Curriculum at the institutional and classroom level, the Ministry of Education considers necessary to contextualize it according to the specific characteristics and requirements of the students (Ministerio de Educación, 2017).

The authors and researchers' theories that support the Preschool Curriculum are varied. Some of the research works considered are those of Brunner (1988), Vygotsky (1930s), Bronfenbrenner (1978), Alvarez & Del Río (1990), Rogoff (1993), Mustard & Tinajero (2007), among others. These authors highlighted the importance of the environment in which children develop from the first moments of their life, as crucial factors in their development. Based on those contributions, the Preschool Curriculum considers the need to create stimulating and positive environments. Those environments are places where children can access effective learning experiences from their earliest years, in order to strengthen child development in all areas. At the same time, those learning experiences, will influence children throughout their lifetime.

In addition, Vygotsky's contributions are considered in the Preschool Curriculum. This author states that learning is both a process and a product, considers that learning promotes development and establishes that teaching always goes ahead of it. Something important in Vygotsky's work is his belief that in children there are always periods in which they are especially sensitive to the influence of teaching. Therefore, one of Vygotsky's key approaches affirms that there is a "zone of near development", in which children can learn



if they have the “mediation” of nearby adults, such as parents, family members, teachers, or other more experienced children.

In addition, Tinajero and Mustard (2011) states that the environment and how it is organized, the relationship with peers, adults and teachers, play a very important role in education. Similarly, guaranteeing positive experiences during the first years of life, such as a stimulating and affectionate social family environment, a quality Preschool education, a playful environment, and an adequate health and nutrition care, can enhance all areas of child development and have an impact throughout the individuals’ life. Rogoff (cited in Ministerio de Educación, 2017) concluded that Preschool Education should be a type of education in which the child is active, where the learning environment is shared, and the activities are significant. The author states that children's cognitive development is a learning that takes place through guided participation in social activities with peers, and that those peers are the factors that support and stimulate their understanding and their ability to get immerse into culture.

In addition, Ausubel (1968) developed the concept of meaningful learning. The author explains that this learning occurs when the child builds new knowledge on the basis of a general idea that is already in his mental structure, or previously acquired knowledge. This theory assumes that the internalization of new knowledge, as well as the skills and abilities related to previous experiences of the child, will give meaning to learning. This implies that the teacher is familiar with the child’s personal life, that is family history, interests and needs.

Based on the previously explained theoretical foundations, the Preschool Curriculum can be considered the official pedagogical reference for children from 0 to 5 years old. At the same time, it directs educational work in all institutions and modalities. Its application can be complemented or adapted according to the cultural characteristics and context in which it is applied.

This document includes a description of the skills that children should develop by age. For children from 4 to 5 years old, the skill related to comprehension and expression of language, directed to written word are:

- Communicate through drawings of objects with details that make it identifiable, as a symbolic representation of their ideas.

- Communicate in writing ideas trying to imitate letters or forms similar to letters.
- Use the finger grip to pick up pencils, markers, brushes and various types of materials.
- Make graphical representations using the drawing with details that give it intentionality and meaning to identify them.
- Use partial space and start with the use of total space to make graphic representations. (Ministerio de Educación, 2017)

### **2.2.3. School Readiness**

#### **2.2.3.1. Definition and importance**

Since a child is born, the family and people around him constitutes its educational space. There, the infant will acquire learning, values and behaviors that lay the foundations of his entire development. The child personality will be built in that framework of love, control, encouragement, and support, and this process requires respect and understanding: children need patience, reinforcement and firmness, in a climate of affection and positive motivation (Cuesta, 2016). What Cuesta stated is considered the starting point for preschool education.

Arauz (2017) affirms that Preschool is the stage where the learning bases are laid: the learning that will be useful for a lifetime. In this sense, the author states that parents and teachers should be aware that children need to start early education to be provided with significant learning that will contribute to the development and maturity of their senses, as well as the different skills and abilities that are necessary for them to succeed in the future.

In this sense, Barrera & Sovalbarro (2017) consider that preschool education is more than a level in the educational process and that requires highly qualified teachers, since they will have in their hands the children's future.

Lema, Tenezaca & Aguirre (2019) summarize other authors' points of view explaining that the importance of Preschool education "lies in the impact that it will have throughout life, since it allows, from an early age, to build the fundamental bases in all the spheres of life, which are achieved through formal and non-formal education" (p. 247). What the authors refer is to the importance of children's intellectual and emotional development, and explain that the teacher has an important role because is the person who guides the development of children's skills and abilities. Additionally, the authors affirm that one of

the important benefits that an appropriate age school readiness has is that it has a positive affects in little kids, as their solving problem skill is enhanced.

Lema et al. (2019) in addition, states that “school readiness in initial education are all those activities that the teacher carries out such as: sensory, recreational activities, games of rules, rounds, competitions, strategies such as torn, cuts, paint among others” (p. 247).

School readiness is defined as an important part of early learning, because a child needs to gain experiences that will help them to get ready for school. It refers to all the actions taken to prepare students for facing formal school. The first five years of a child’s live is a time when the brain is building the pathways that provide the foundation for all future learning (Ready at Five, 2019).

Chavez & Guamunshi (2011) explain that during the Preschool period, the teacher must carry out a series of activities with students to help them to acquire and develop all kinds of skills: intellectual, physical and socialization. The authors say that without this previous step, no child is in optimal conditions for systematic learning.

#### **2.2.3.2. School Readiness Theoretical Foundations**

School readiness is commonly defined as a set of abilities and skills that are developed in children before starting formal schooling (Snow, cited in Pan, Trang, Love, and Templin, 2019). Among the theories developed about school readiness, it is possible to describe some from a maturational perspective, which states that “readiness to learn depends on the child's skills and cognitive maturity level” (Kagan, cited in Pan et al., 2019). Additionally, modern approaches refer to school readiness definition as multidimensional, with emphasize on “the importance of personal and social skills and the roles of families and communities” (Diamond, cited in Pan, et al., 2019). It means that even though children has the necessity of being ready for school, schools, and what is more, communities, “also need to be ready to support children's future success across multiple developmental domains” (Graue, cited in Pan et al., 2019).

On the other hand, readiness theories refer strongly to maturation in stages of biological and mental development. In the theories, it is explained that little kids reach maturity by passing through all stages of development. In this sense the teacher plays an

important role by finding out the aspects children are ready for, and selecting methods and materials for them (Encyclopedia Britannica, 2020).

Montessori's work referred that exists "periods of sensitivity", that is, "children pass through phases in which at certain stages throughout their development they have a predisposition or sensitivity to learning a specific skill" (Farley, 2015, para. 3). That means in these periods children are more likely to acquire knowledge textures and colours, tidiness, and language.

On the other hand, Piaget (cited in Encyclopedia Britannica, 2020) also worked on a learning theory regarding the idea of readiness. However, Piaget's approach to development is not only based on maturation and readiness, as the author believes that after few months of life, maturation is not important, and that matter is the experience. According to Piaget, "readiness is actively promoted, not passively entered, and the teacher must endeavour to be a step ahead of any particular level of readiness" (para. 7).

### **2.2.3.3. The Five Domains in School Readiness**

School Readiness is described as having five domains, listed by Mead (2019) as follows:

- 1. Language and literacy development.** Mead (2019) explains the impact that reading out loud to children has a major on emergent literacy skills. The author affirms that one way children can improve their language skills is by reading anywhere and everywhere, not only at bedtime. According to the author, when children hear new spoken vocabulary they get prepared to understand unknown words from context, and affirms that oral language affect positively early literacy skills.
- 2. Cognition and general knowledge.** This domain includes early mathematics and early scientific development. Mead (2019) describes in her article a study from Indiana University, which explains that general knowledge has two components: the first is related to details about the world in which we live, and the second processes of how things work. The author affirms that it is necessary to create a comfortable environment to develop children's cognitive skills.

3. **Approaches toward learning.** Mead (2019) asserts that in order to make children more developed there are some attributes to be consider: curiosity, creativity, independence, ability to cooperate, and persistence.
4. **Physical well-being and motor development.** Mead (2019) explains that children need to develop skills to succeed. One of them, the author affirms, is handwriting, which can be very complicated to learn, and for this reason, children need to develop fine motor skills before starting school.
5. **Social and emotional development.** Mead (2019) highlights that academic success at school is not the only factor that matters. The author gives importance to the way children relate to peers and teachers. As a consequence, the author recommends to pay especial attention to children's social and emotional development to be ready for schooling.

Finally, Mead (2019) states that these five domains are intended to be overlapping and connected indicators of a child's ability to succeed in a school setting. The author adds that they're not intended to be chronological milestones, but rather skills that children develop simultaneously.

#### **2.2.3.4. School Readiness and English Language Teaching**

Fuentealba, Philominraj, Ramirez-Muñoz, & Quinteros (2019) consider education a process of training and empowerment of individuals, creators of efficient responses to the new conditions imposed by globalization.

Learning a foreign language, together with being a social instrument, is also a transversal element since it constitutes the platform where values, attitudes, cultural characteristics and interpersonal relationships reside, which form the basis for the construction of a society and learning (Lomas, Osorio, & Tusón, 2003). In this sense, the English language has become a worldwide language for communication, so its teaching as both a second language or a foreign language, has required starting earlier and earlier in primary education.

Uysal & Yavuz (2015) affirm that among the didactics used to teach English as a foreign or second language to preschoolers, the use of songs, rhymes, stories, and technology

are found. In other word, it can be said that, the teaching of a foreign language responds to the tastes and preferences of children. Therefore, if children preferences are considered, motivation and interaction in English language teaching will be somehow facilitated, since they would be involved in social and communication activities within their own context and interests according to their age range.

In Ecuador, the Ministry of Education makes available to teachers and other actors of Preschooling a curriculum that guides the teaching and learning processes at this educational level. The Preschooling Curriculum starts from the vision that all children are unique and unrepeatable and places them as central actors in the teaching-learning process, taking into account their individual needs, potentials and interests. Consequently, this document recognizes and values the wishes, feelings, rights and expectations of children, considering and responding to their specificities (level of development, age, gender, personality characteristics, rhythms, learning styles, cultural context and language), attending to diversity in all its manifestations and responding to inclusion criteria in equal opportunities (Ministerio de Educación, 2015).

Additionally, the curriculum focuses on the recognition that child development is integral and includes all the aspects that make it up: cognitive, socio-affective, linguistic and physical-motor. The curriculum also considers promoting learning opportunities through which children reach the development of their emotional, cognitive and psychomotor training. For this reason, the Ministry of Education proposes a series of actions that allow optimizing the implementation of the Preschooling curriculum.

The Ministry of Education (2015) provides directions to Preschooling teachers summarized in the following way:

- The processes of readiness (read and write) at these early ages should be oriented in the development of mental abilities in the learning process such as attention, concentration, perception, memory and language. The Ministry explains that teaching in advance the processes that children should learn in Basic Elementary General Education will not benefit student's development at all, but on the contrary can cause them harm.
- Teachers should promote a literary environment in the classroom, that is, to label the furniture, to have a small library at the hands of the children, to elaborate handmade

stories that allow the participation of fathers and mothers. For example, it is important that the nursery, line or drawing books are not part of the school supplies, in case of making drawings, teachers should make children use A3 format, with the tendency to encourage free drawing and scribbling. Worksheets or workbooks are not appropriate for this educational sub-level.

- Research and curiosity in children should be encouraged, joy and amazement must be immersed in learning.
- The game is a tool that favors the development of learning in the boy and the girl in an integral and harmonious way, playing is researching, creating, discovering, knowing, having fun, learning.
- Children at early stages learn on the move, so it is important to incorporate learning activities that contemplate this. To carry out the greatest amount of outdoor activities and in contact with nature, it is even necessary to replace the use of chairs and tables by carrying out activity on the classroom floor (carpets, cushions, mats, etc.).
- Teachers should avoid overstimulation of the classroom with ornaments, motifs, excess drawings. When walls are filled with content, the student cannot pay attention to the activities proposed by the teacher. That is why the teacher must choose carefully what he will exhibit on the walls and change it permanently so that it remains interesting for the student.
- It is considered that teaching materials and games should be available to children for free manipulation.
- Something crucial is that the teacher must respect creativity, spontaneity in children, as well as avoid the generation of models that must be imitated by them. Although sometimes at this age the result of the activity is not planned, the activity generates a learning process that the teacher had not contemplated and should take advantage instead of preventing it.
- Daily reading of stories, stories, rhymes etc. is necessary, and should be part of the daily routine of children.

#### **2.2.4. Early Literacy Skills: Focus on Writing**

Bravo & Ortiz (2015) explain that early literacy skills mean being ready for certain learning, at certain time and in certain manner, by which certain activities must be taught. It is the process of preparation for any activity that you want to start, it is permanent throughout

the life of the human being, in the life of the preschool child, it is a preparation process that you must have to face the school stage. The authors affirm that it is a work where special emphasis is placed on the stimulation of basic skills for school learning, such as reading-writing and pre-writing.

Chapelton (2018) states that children need a lot of time before producing written language, as for example, a first letter, or even a first paragraph. The author also explains that the knowledge about the way students learn to write is important for the level of support they receive, especially when it comes to writing in English.

The author also affirms that when children write, they are making their thinking visible:

Writing is just one of the many channels, children have for it, and it is important to value the different ways children perceive the world around them and make it clear. They may reflect what they think temporarily, for example through imitation play, dancing or music, or with something more permanent, such as paintings, drawings or plasticine figures. (para. 2)

What Chapelton refers is that when children start representing the ideas, it means that their abstract thinking is being developed. This refers to the ability to bring to their minds those things that happened in the past.

#### **2.2.4.1. Strategies for Preschool Language and Literacy Development**

Any preschool program needs to provide Children explicit instruction in English vocabulary, as well as a varied of opportunities to practice listening and speaking. Among the strategies that teachers should apply, Ford (2010) suggests the following:

1. Explicit instruction in vocabulary.

Teachers should present vocabulary divided in themes to help children make associations between words.

2. Opportunities to talk with both adults and peers

Children need as many opportunities as they can to engage in social interactions with other peers, providing activities that match their interest and language abilities.



3. Expose learners to rich language input.

It is important the exposure to rich language through book reading or teacher talk to enhance their language development. Teacher's comments about activities that are taking place in the classroom are useful to expose children to language related to the academic context.

4. Structure the classroom space and routine.

A good classroom arrangement supports each activity taking place. The physical environment can direct students to what they have to do or the way they need to behave.

5. Encourage continued language development

Strong L1 skills support both language and literacy learning in English. Thus, teachers should encourage parents to expend time talking and reading to their children at home.

**2.2.4.2. From the Concrete to the Abstract**

Chapelton (2018) states that a language is one important part of a process. This process refers to the use of the abstract thinking to catch and draw ideas. The author attempts to explain this assertion with an example about four-legged ball of hair sitting on a fence. One aspect the author highlights is that people immediately know it is a cat, because they already know the word "cat" and its meaning. In this sense, the author explains that:

This ability to think abstractly allows us to communicate something even if we don't have the real object in front of us. We can talk about the cat when it is no longer there, write about what the cat did last week, read an announcement about a lost cat or listen to what our neighbor tells us about what the cat did one day in her garden (para. 4-5).

This explanation allows the author affirm that it is possible for a child to represent the same hairy ball he saw on the fence in many different ways, for example, with modeling clay, drawing a cat, or even dancing like a cat dances. The figures could be totally different and not similar to the animal they saw in the morning. What matters is that they know what they are trying to represent it (Chapelton, 2018). The author adds:

If children know the word that hairy ball represents, they can say "cat" (or try it), and in the case of children who are learning two languages they will have two words to refer to

that hair ball, such as “gato” and “cat” In the end, modeling clay, dancing, drawing and words in Spanish and English are the same thing: the use of abstract thinking to represent something concrete. (para. 7)

#### **2.2.4.3. Transform Abstract Thinking into Writing**

According to Chapelton (2018) the writing process needs to have the writer’s abstract thinking further than what was expected. The author states that when a child learns writing, they draw letters to represent their sound. This implies that children learning to write in English need a solid knowledge of the oral language, since they must know how the words sound before writing them down.

The author describes the process from concrete thinking to abstract representations in the following way:

Step 1: The child has the concrete experience of the hairball over the fence.

Step 2: The child represents the hairy ball in different ways (dance, drawing, plasticine figure, mime, painting, etc.).

Step 3: The child learns from those around him (listening) that he can also refer to that hairy ball in English by saying / kæt /.

Step 4: The child understands that the letters c-a-t represent (when reading or writing) the sounds of the word / kæt /. (para 9-12)

The steps above allow to see that writing is the last step, and that it requires complex abstract thinking, since it is very far from the concrete experience. For this reason, Chapelton (2018) explains that steps 2 and 3 cannot be omitted, especially with young children, because those steps show the way in which children's thinking develops: concrete → abstract → even more abstract.

#### **2.2.4.4. The Implication for Children**

Chapelton (2018) concludes that knowing the process by which a child learns to write can help parents and teachers to adjust their expectations regarding the child’s abilities and his degree of development. The author suggests considering that there is no point in making a child to copy and write letters, if the small child has not developed the abstract thinking

and fine motor skills needed to control the pencil yet. It is particularly important if the kid has not shown interest in writing or if just started learning his first words in English language.

The authors explain that many people believe that if a child does not write a word, his literacy development is delayed or he is not learning the foreign language: “calm down: even if they haven't started writing in English yet in class, they will be doing many other activities more in line with their development that will help them lay the foundations for adequate long-term learning” (Chapelton, 2018, para. 14-15).

#### **2.2.4.5. Recommendations for Early Literacy Skills Development**

In Chapelton’s opinion (2018) when young children acquire their mother tongue, they need time, first, to assimilate it. The author affirms that this is especially important if they are also learning another language, and adds that the early learning of reading and writing is favored by immersing them in an environment full of rhymes, songs and stories.

In addition, Chapelton explains that through the constant contact with the language, and when they are given a good reason to communicate, they will begin to use that new language in order to express themselves, first orally and then in writing.

### **2.3. Conceptual Framework**

#### **School readiness**

School readiness refers to whether a child is ready to make an easy and successful transition into school. The term ‘preschool readiness’ might be used in the same manner in reference to beginning preschool (KidSense, 2019).

#### **Literacy skills**

Literacy skills are all the skills needed for reading and writing. They include such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension (Bainbridge, 2019).

#### **Concrete thinking**

Concrete thinking is literal thinking that is focused on the physical world. It is the opposite of abstract thinking. People engaged in concrete thinking are focused on facts in

the here and now, physical objects, and literal definitions. The term “concrete thinking” is, ironically, a metaphor (and a metaphor is a type of abstract thinking); concrete is a hard, physical substance and concrete thinking is focused on literal—and often physical—facts. A person who thinks only in concrete terms might think that the term “concrete thinking” means thinking literally about concrete (Good Therapy, 2015).

### **Abstract thinking**

Abstract thinking is a high-level thought process. Someone who is thinking abstractly is considering a concept in a broad, general and non-specific way. Abstract thinking is the opposite of concrete thinking (Trimborn, 2019).

### **Sensorimotor skill**

Sensorimotor skills involve the process of receiving sensory messages (sensory input) and producing a response (motor output). We receive sensory information from our bodies and the environment through our sensory systems: vision, hearing, smell, taste, touch, vestibular, and proprioception (North Shore Pediatric Therapy, n.d.).

### **Language development**

Language development is the process by which children come to understand and communicate language during early childhood (Encyclopedia of Children’s Health, 2019).

### **Communicative competence**

Communicative competence has to do with the knowledge of linguistic and sociolinguistic conventions, whereas capacity is related with the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence (Rodríguez & Varela, 2019).

### **Cerebral plasticity**

It is the ability of the nervous system to change its activity in response to intrinsic or extrinsic stimuli by reorganizing its structure, functions, or connections (Mateos-Aparicio, 2019).

## **Cognition**

Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. These processes include thinking, knowing, remembering, judging and problem-solving. These are higher-level functions of the brain and encompass language, imagination, perception, and planning (Cherry, 2019).

## **Social development**

Social development is the process of social changes that are designed to improve the living standard of a society, by improving the economic development. It also refers to the changes in the social order within a society (Essays, 2018).

## **Emotional development**

Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005).

## **2.4. Legal framework**

### **CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR**

#### **Capítulo II**

#### **Derechos del buen vivir**

#### **Sección quinta - Educación**

**Art. 26.-** La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Asamblea Nacional, 2008, p. 32).

**Art. 44.-** El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas... (Asamblea Nacional, 2008, p. 39)

### **LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL**

**(II Suplemento al RO 417 de marzo 31 de 2011)**

**TÍTULO I: DE LOS PRINCIPIOS GENERALES**

**CAPÍTULO ÚNICO - DEL ÁMBITO, PRINCIPIOS Y FINES**

**Art. 2.- Principios.-** La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

h. Interaprendizaje y multiaprendizaje.- Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo...

**PLAN NACIONAL DE DESARROLLO TODA UNA VIDA**

**Contrato social por la educación.-** El fortalecimiento de la educación entendida como un sistema integral resulta prioritario; en este sentido, es necesario el fortalecimiento de la educación intercultural bilingüe, la formación docente y una nueva articulación armónica entre los actores del sistema de educación superior y la educación inicial, básica y de bachillerato, de igual manera, es una temática de política pública la vinculación de la educación técnica con el nivel superior y la respuesta de estos dos niveles a la demanda de talento humano del nivel nacional y la generación de oportunidades para la ciudadanía a lo largo del ciclo de vida; sigue siendo un pendiente la respuesta eficiente a las demandas de una educación especializada dirigida a personas con discapacidad, así como otros factores sociales y económicos que reduzcan la posibilidad de acceder al derecho a

la educación. Por este motivo, la educación debe ser vista como un derecho durante todas las etapas de la vida (Senplades, 2017, p. 57)

### **ECUADORIAN IN-SERVICE ENGLISH TEACHER STANDARDS**

The Ecuadorian in-Service English Teacher Standards is a document issued in English by Ministerio de Education and based on the document developed by the Teachers of English to Speakers of Other Languages (TESOL) as the organization's K-12 ESL Teacher Standards (2009) which is widely used in countries such as Albania, Paraguay, and the United States. The document is organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning.

The first domain, "Language" includes specific domains for language structure and communication, language acquisition and development and language fluency. Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures- where Spanish is their second language; and English their third- the second domain is about "Culture". Therefore, Ecuadorian English teachers need to have knowledge of other cultures and know how culture may affect their learning of English in Ecuador.

The third domain is devoted to "Curriculum Development", particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively.

The fourth domain deals with "Assessment" (i.e. the gathering and evaluation of information related to English language learning) and includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment.

Finally, the fifth domain embodies the matter regarding "Professionalism and Ethical commitment" to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development. (Ministerio de Educación, 2012)

## **CHAPTER 3**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. Type of Research**

A descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the “what” of the research subject rather than the “why” of the research subject (QuestionPro, 2019). This study is considered *descriptive* because during its development research techniques and instruments will be applied with the purpose of describing the possible problems and their causes in the development of early literacy skills of 4 to 5 students, and in addition, it will describe the main issues of the objective of this study, as well as the two variables.

According to Tamayo (2014) field research consists of the collection of direct data from reality, without manipulating or controlling the variables. In other words, it means the study of a social phenomenon in a natural environment, in which the researcher does not manipulate variables. Under the premise above, the present research work is classified as a *field* research because it will be carried out in the same place where the problem has been detected, that is, in 4 to 5 students of Academia Naval Guayaquil. Additionally, the data will be obtained directly from the institution.

#### **3.2. Research Approach**

##### **3.2.1. Qualitative Approach**

According to McLeod (2019) the qualitative research is directed to tell the story of a particular group’s experiences in their own words and is therefore focused on narrative. As such, qualitative research tends to be more exploratory in nature, seeking to provide insight into how individuals (or organizations, groups, etc.) understand aspects of their worlds. This research work has a qualitative approach because an observation will be applied, and the results will be submitted to interpretations supported by the theoretical framework.

##### **3.2.2. Quantitative Approach**

McLeod (2019) in addition, affirms that the quantitative research measures the research variables with the use of mathematical and statistical analysis. The current study has a quantitative approach because it emphasizes the objectives and measurements of the



numerical data that will be analyzed, in order to collect such information through surveys, tests and pre-existing data by using computing techniques.

### **3.3. Research Techniques and Tools**

#### **3.3.1. The Observation**

The Observation is a research technique that consists of observing people, phenomena, facts, cases, objects, actions, or situations, in order to obtain the information needed in a research work (Labarca, 2019).

In order to collect data and evidence about common problems in early literacy skills that 4 to 5 year-old students at Academia Naval Guayaquil show, the observation technique will be applied. The tool used to collect data will be the students' observation guide.

#### **3.3.2. The Interview**

Interviews can be defined as a qualitative research technique which involves “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation.” (Labarca, 2019, p. 34). This research work applies an interview to the teacher of 4 to 5 year-old students at Academia Naval Guayaquil. Its purpose is to collect information to determine the importance of school readiness in the development of early literacy skills.

#### **3.3.3. The Survey**

The survey can be defined as a technique that uses a set of standardized research procedures through which a series of data is collected and analyzed from a sample of cases representative of a larger population or universe. These procedures are intended to explore, describe, predict and/or explain a series of characteristics (Labarca, 2019).

The present research will apply a 10-question survey to the students' parents or representatives. Its purpose is to collect information to identify the early literacy skills that children have acquired. The tool used for this purpose is a questionnaire.

#### **3.3.4. The Pre and Post Test**

These tests are similar to a diagnostic test. The objective is to rank the performance and competence of students at the beginning of the research work, and to identify their deficiencies and strengths. The pre-test will provide information regarding the improvement

that students need in the skill to be developed The Post-Test will evaluate the students' improvement in language skills.

In the current study, the pre and post test are focused on early literacy skills in English as a foreign language, to measure 4 to 5 years old students at Academia Naval Guayaquil, in order to compare the degree of change occurring as a result of the application of the proposed plan.

### 3.4. Population and Sample

Academia Naval Guayaquil has at Preschool level four classes divided into classrooms A, B, C, and D. The population of the current study is determined by Class B, composed by 4 to 5 year-old students. The sample was taken from the total of population for a better analysis, consisting of 20 students and 1 English teacher.

Table 1.  
*Population and Sample*

<b>Group</b>	<b>Population</b>	<b>Sample</b>	<b>Percentage</b>
Students	20	20	100%
Teacher	1	1	100%
Representatives	20	10	50%

Source: Academia Naval Guayaquil (2019).  
Elaborated by: Felix and Jaramillo (2019).

### 3.5. Results / Findings and Analysis

#### 3.5.1. The Observation Guide

An observation guide was applied to 4 to 5 year-old students, in order to identify the common difficulties they may have in early literacy skills (writing). This tool included 20 items regarding common cognitive and motor skills that are considered essential for the development of writing and to achieve school readiness. The perceptions obtained from the observations are discussed below.

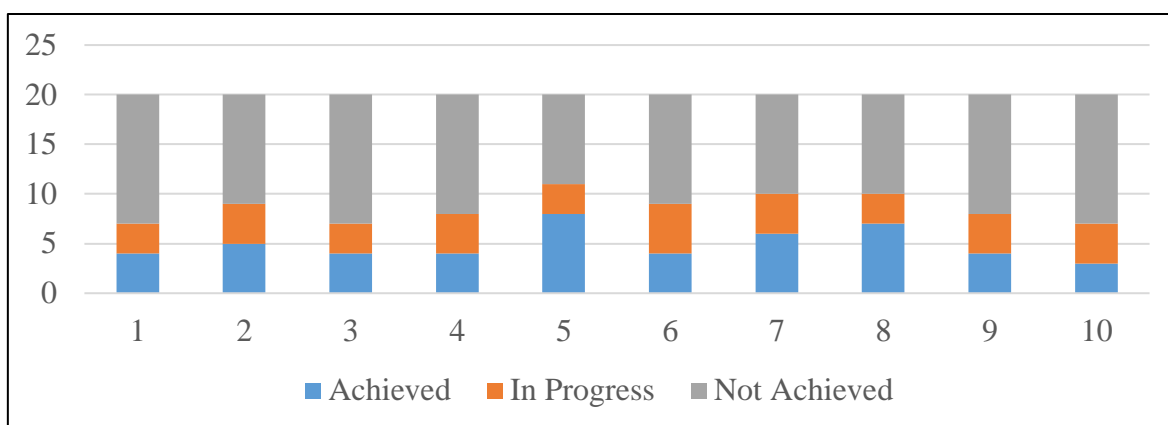
Table 2.  
*Students' Observation Guide*

ITEMS	NUMBER OF STUDENTS		
	ACHIEVED	IN PROGRESS	NOT ACHIEVED
<b>Cognitive Skills</b>			
1. Begins to use print as a tool to express thoughts, ideas and to intentionally communicate in English	4	3	13
2. Recognizes how features of a letter combine to make a specific letter in English	5	4	11
3. Demonstrates interest in writing as a way of communicating	4	3	13
4. Differentiates between letters and other symbols.	4	4	12
5. Knows that English print is left to right and top to bottom	8	3	9
6. Uses letter-like symbols to make letters or word in English	4	5	11
7. Uses drawing to represent writing in English	6	4	10
8. Writes his own name, and words about things that interest him in English	7	3	10
9. Uses words, pictures, letters, or letter like symbols to communicate information and ideas in English.	4	4	12
10. Uses more detailed drawing, writing, models, or creative expressions to present ideas in English.	3	4	13
<b>Motor Skills</b>			
1. Properly applies finger grip in plastic graph activities	2	5	13
2. Coordinates the movement of the hand when drawing and writing	3	8	9
3. Coordinates eye-hand when applying the threading technique	3	6	11
4. The torn and the cut help to define its laterality	4	5	11
5. Occupies the graphic space properly	5	4	11
6. Performs coordinated displacement exercises	4	7	9

7. Coordinates hand movements when plotting	4	5	11
8. Performs fine motor exercises properly	1	6	13
9. Coordinates fine movements by making calligraphic features	2	5	13
10. Makes replica spellings without difficulty	5	5	10

Source: Academia Naval Guayaquil (2019).

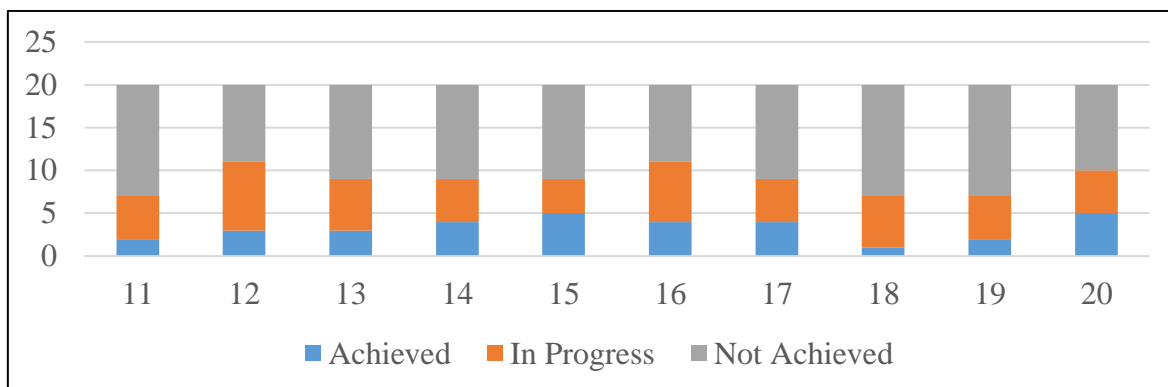
Elaborated by: Felix and Jaramillo (2019).



Graph 1. Cognitive Skills.

Source: Academia Naval Guayaquil (2019).

Elaborated by: Felix and Jaramillo (2019).



Graph 2. Motor Skills.

Source: Academia Naval Guayaquil (2019).

Elaborated by: Felix and Jaramillo (2019).

## Analysis

- Among the cognitive skills observed, there are three that had not been achieved by more than 60% of students: children could not use print tools to express ideas or communicate in English; children did not show interest in writing to communicate;

and children could not use more detail drawings, writing or creative expressions to present ideas in English.

- Other important deficiencies observed in the cognitive skills that included at least 50% of students, are that children could not recognize how features of a letter combine to make a specific letter in English; children could not differentiate between letters and other symbols; children could not use letter-like symbols to make letters or words in English. Cognitive skills are important because they represent the ability to think, explore and understand. Those skills are essential for the development of knowledge and problem-solving abilities and the child's capacity to comprehend the world around them and discover things by themselves. Therefore, such skills are crucial because they enable children to process sensory information and learn new things.
- Among the motor skills observed, there are also three that had not been achieved by more than 60% of students: children could not perform properly the finger grip in plastic graph activities; children could not coordinate fine movements by making calligraphic features; and children could not perform fine motor exercises properly.
- Other important insufficiencies detected in the motor skills that included at least 50% of students, are that children could not coordinates eye-hand when applying the threading technique; children could not use the torn and the cut to define its laterality; children could not occupy the graphic space properly; and children could not coordinate hand movements when plotting. Motor skills are based on coordinating efforts of the muscles and the brain. Therefore, fine motor skills are important for children's ability to master small movements, which are required for many school-related tasks, such as piling blocks or drawing pictures. These skills are very important for student's early development in and beyond the classroom.

### 3.5.2. The Interview

An interview, and its instrument, the open-ended questionnaire, was applied to the teacher of 4-5 year-old children at Academia Naval Guayaquil. The purpose was to collect information to determine the importance of school readiness in the development of early literacy skills. The interview questionnaire included 10 questions and the results were the following:

Table 3.  
*Teacher's Interview*

QUESTION	ANSWER
<ul style="list-style-type: none"> <li>• How important is the development of the early literacy skills in children to develop their school readiness?</li> </ul>	Children who develop good early literacy skills have an advantage when they begin schooling for reading and writing.
<ul style="list-style-type: none"> <li>• What are the most important features to be considered in the development of the early literacy skills?</li> </ul>	The most important aspects for the development of early literacy are the cognitive and motor skills.
<ul style="list-style-type: none"> <li>• Why do you think is necessary to apply motor activities with children?</li> </ul>	The kids need to develop their fine and gross motor skills because it helps them perform important tasks like feeding themselves or grasping toys.
<ul style="list-style-type: none"> <li>• How can the puncture, paint, and modeling be used to improve finger grip in 4-5 year-old children?</li> </ul>	The activities such as paint or modeling are very useful for the development of the finger grip strength in children. They need adequate muscle strength to hold a pencil or every writing stuff, or to get dressed.
<ul style="list-style-type: none"> <li>• Why do you apply the techniques of painting, skewering, coloring, trimming, or any other graphical plastic activities help to develop the viso-motor coordination in children?</li> </ul>	Techniques such as coloring, painting and other plastic activities help the child to develop the control of their hand muscles, so they will be able to stay under the line limits given.
<ul style="list-style-type: none"> <li>• In what way do you think the folding technique helps children improve the use of the graphic spacer?</li> </ul>	The folding technique helps children to develop their motor coordination, which is important to start the pre-writing process.
<ul style="list-style-type: none"> <li>• In what way the activity of trimming with the fingers (tear) allows the child to develop the correct clamping act?</li> </ul>	Trimming with the fingers helps children to control their finger grip, so that they will

use their hand muscles to handle objects correctly.

- Why do you believe it is important to perform fine motor exercises to define the tonicity in the child?  
To define the tonicity in the child is useful to do activities that requires the control of their finger grip and muscles, such as throwing, catching, o kicking objects or balls.
- How does the application of the graphical plastic techniques help the child develop the finger grip needed for pre-writing?  
These techniques are implemented in children to develop their fine motor skills and foster creativity.
- Do you consider important to apply the pointillism technique to allow the child acquire precision in the handling of the pencil? Explain  
Yes, it is important because it stimulates children use of the pencil and their hand muscles control.

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Source: Academia Naval Guayaquil (2019).  
Elaborated by: Felix and Jaramillo (2019).

### **Analysis**

- The teacher considers important the development of early literacy skills, as they represent an advantage for children in the schooling stage, especially in reading and writing. In that way, the most important aspects the teacher considers in the development of early literacy are cognitive and motor skills. In addition, the teacher also thinks that the development of fine and gross motor skills are needed to perform important tasks, such as feeding or grasping toys. The teacher's opinion goes in accordance with the belief that cognitive development gives children the capacity of paying attention and thinking about the world around them.
- The teacher considers that activities such as painting, or modeling are very useful for the development of the finger grip strength in children, because they develop their muscle strength to hold a pencil. The finger grip consists of the precise and voluntary control of two fingers: the index and thumb. These movements are commonly used to pick up or hold objects. It is correct the importance given to this activity, because at the age of 4 or 5, many children still take the pencil improperly, usually because

they have not developed enough strength and ability with the finger grip. The problem then is that they get used to picking up the pencil improperly and later, it turns difficult to fix this habit.

- The teacher believes that the folding technique and trimming with the fingers help children develop their motor coordination, which is important to start the pre-writing process. Additionally, the teacher highlighted the importance of motor activities to define tonicity, which is critical to control the grip strength. In Fact, folding paper, or trimming with the fingers, for example, are great ways to help children develop fine motor skills. Additionally, they are very useful activity to give children guides to start writing, sorting, and counting.
- The teacher thinks graphical plastic techniques develop fine motor skills and enhances creativity in children. In addition to the teacher's opinion, it is important to mention that these techniques help children develop their notions of space, that is left, right, up, down, inside, outside and also, differentiate sizes, shapes, & textures.
- Regarding the use of the pointillism technique to allow the child acquire precision in the handling of the pencil, the teacher thinks that it is certainly useful because it stimulates children use of the pencil and their hand muscles control.

### **3.5.3. The Survey**

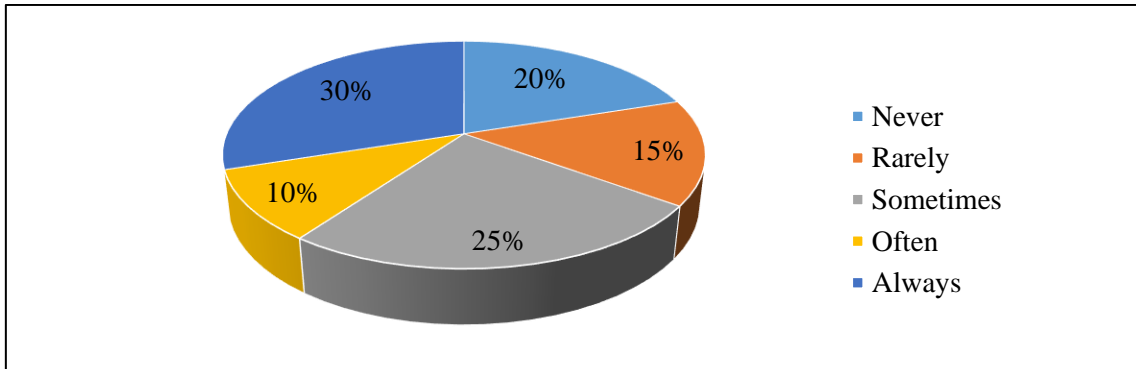
A survey questionnaire was applied to parents or representatives of 4-5 year-old children at Academia Naval Guayaquil, in order to collect information to identify the early literacy skills that children have acquired. The survey results were the following:



Table 4.  
*Print words to express or communicate at home*

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child uses print words to express or communicate at home in English.	Never	4	20%
	Rarely	3	15%
	Sometimes	5	25%
	Often	2	10%
	Always	6	30%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



Graph 3. Print words to express or communicate at home in English.

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

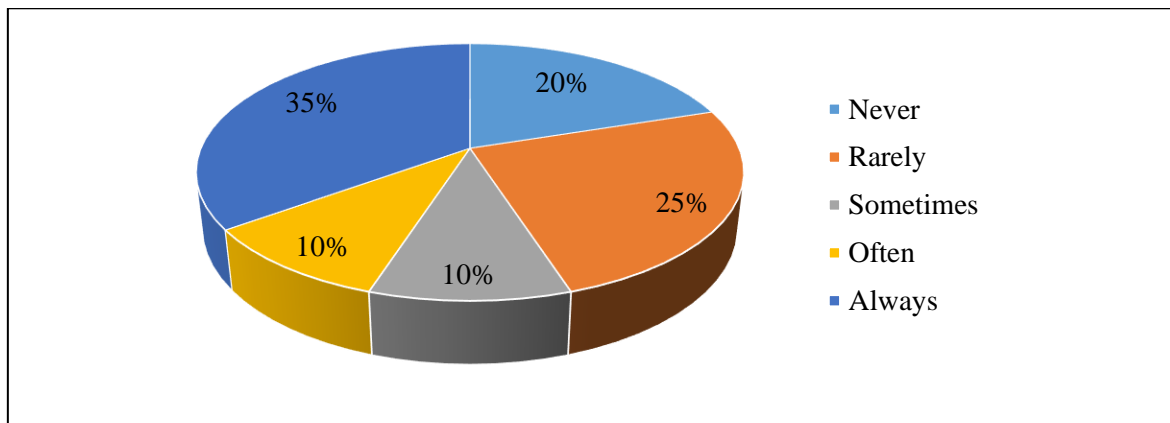
### Analysis

Almost half of parents said their children use print words, while a quarter of them said they use them only sometimes. Less than half of parents said their children rarely or never use the print words in English. Children using print words means they have got print awareness, that is the capacity of understanding that print words have different functions, that are read from left to right, and that spaces are placed between them. This understanding can be reached with the active intervention of adults, especially parents, who help children identify letters and other aspects of the print. This is even more important in English, which is not children's mother tongue. However, it has been proved that the earlier children learn a second language, the less effort it takes, as they soak it up like a sponge.

Table 5.  
*Demonstrates interest in writing words in English.*

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child demonstrates interest in writing words in English.	Never	4	20%
	Rarely	5	25%
	Sometimes	2	10%
	Often	2	10%
	Always	7	35%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



Graph 4. *Demonstrates interest in writing words in English.*  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

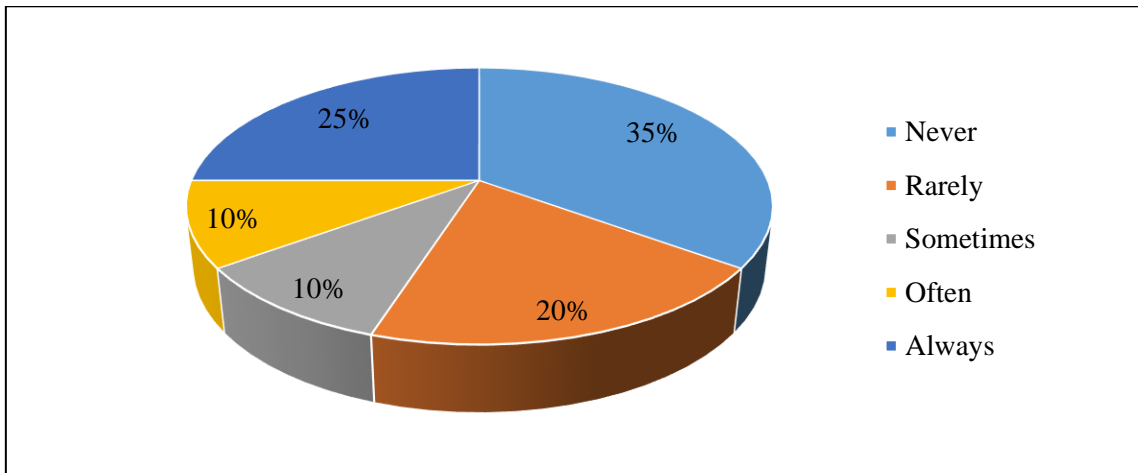
### Analysis

Parents were consulted regarding the interest children demonstrate in writing words in English. The parents' opinion is divided almost equally. Almost half of them said their children are always or often interested in writing words in English. However, more than half of them said their children have the opposite behavior. Usually, children connect what they hear to printed language, but they need support and motivation to do it, especially in a second language like English. Teachers' and parents' roles are essential in this process.

Table 6.  
*The child uses letter-like symbols to make letters or words*

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child uses letter-like symbols to make letters or words	Never	7	35%
	Rarely	4	20%
	Sometimes	2	10%
	Often	2	10%
	Always	5	25%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



Graph 5. The child uses letter-like symbols to make letters or words.  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

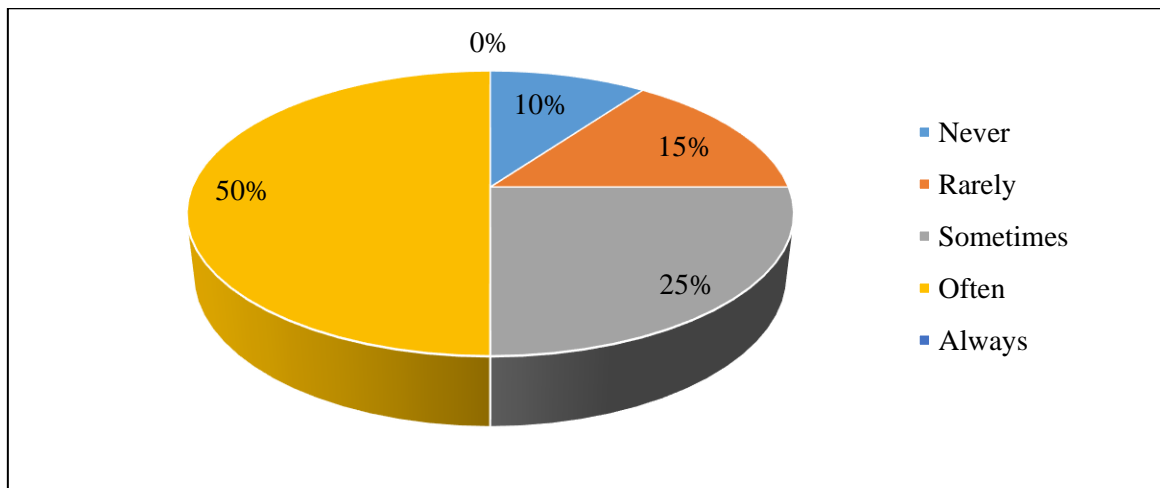
### Analysis

Only some of parents said their children use letter-like symbols to make letters or words, while more than half of them said their children only sometimes, rarely, or never use letter-like symbols. The teacher and parents have an important role in the prewriting process because they need to be aware of the development of children’s literacy skills, even more in English language. The use of letter-like symbols is a chance that children must experience using what they know to write and to develop their skills and knowledge.

Table 7.  
The child uses drawing to represent writing

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child uses drawing to represent writing	Never	2	10%
	Rarely	3	15%
	Sometimes	5	25%
	Often	10	50%
	Always	0	0%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
Elaborated by: Felix and Jaramillo (2019).



Graph 6. The child uses drawing to represent writing.  
Source: Academia Naval Guayaquil (2019).  
Elaborated by: Felix and Jaramillo (2019).

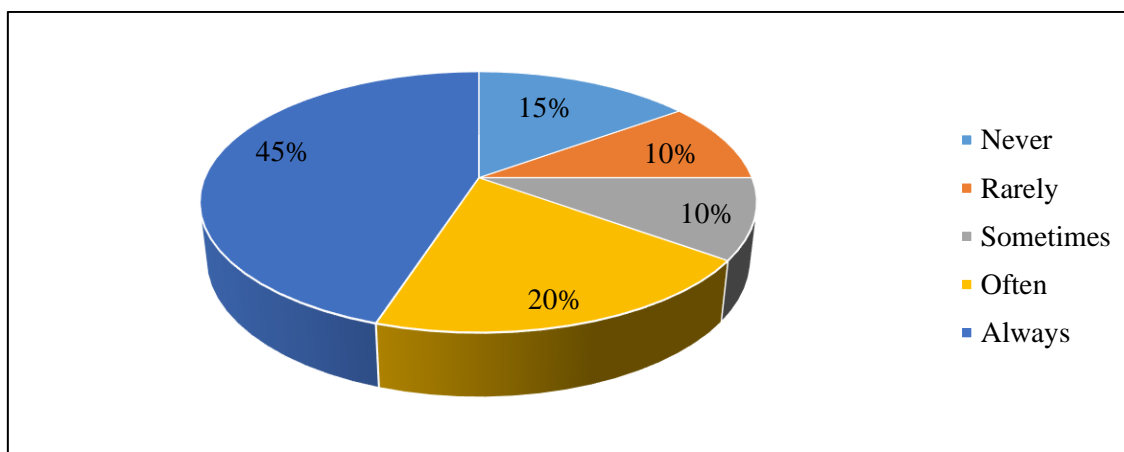
### Analysis

Half of the parents said their children often use drawing to represent writing, while the other half said their children only sometimes, rarely, or never do it. Drawing is an important activity for children that have not developed the verbal skills to communicate yet and is very helpful to develop manipulative skills that support children to write, because their motor skills are used.

Table 8.  
*The child writes his own name*

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child writes his own name.	Never	3	15%
	Rarely	2	10%
	Sometimes	2	10%
	Often	4	20%
	Always	9	45%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



Graph 7. The child writes his own name  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

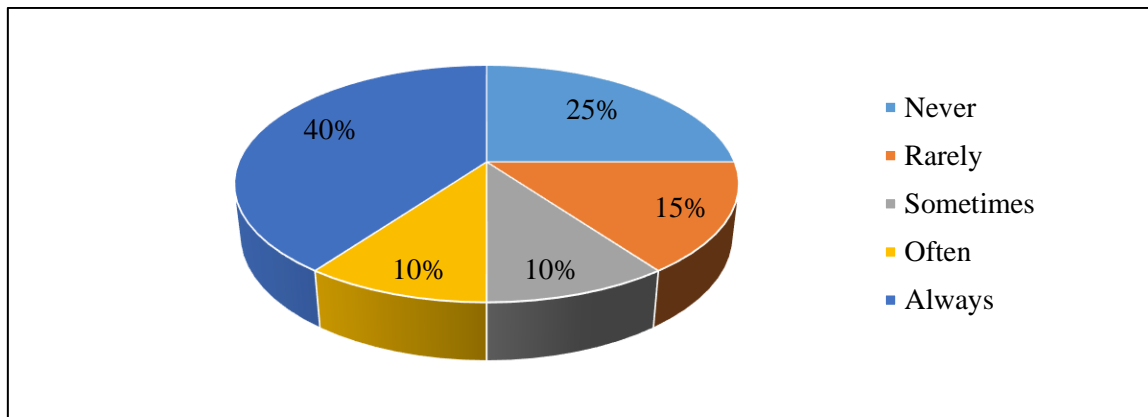
### Analysis

Most parents said their children write their own name, while only ¼ part of them said children only sometimes, rarely, or never can do it. Something important about this item, is that children are usually interested in their names. This happens because names represent who children are, so this fact is an important part of their identity. The teacher and parents need to find the way to using children's names to get them interested in writing.

Table 9.  
*The child occupies the graphic space properly*

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child occupies the graphic space properly.	Never	5	25%
	Rarely	3	15%
	Sometimes	2	10%
	Often	2	10%
	Always	8	40%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



Graph 8. The child occupies the graphic space properly  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

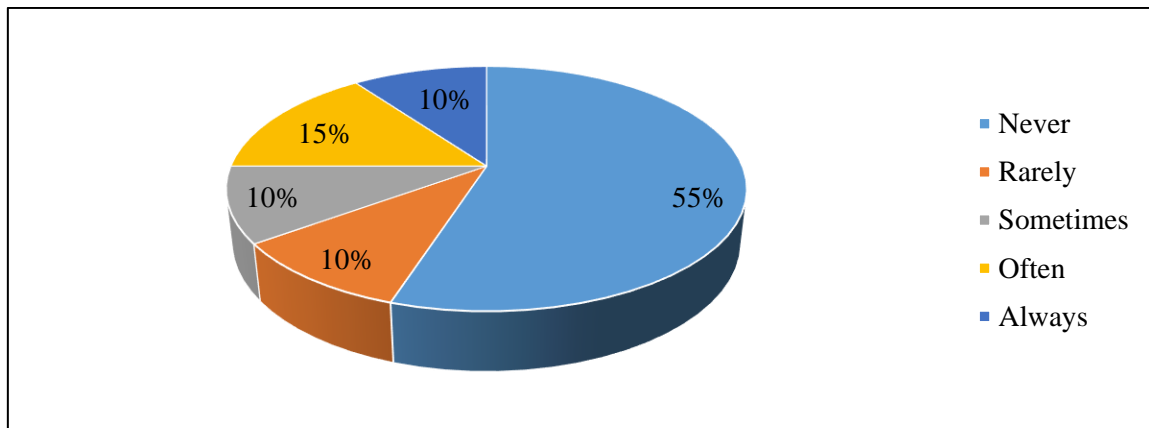
### Analysis

Parents were asked regarding the graphic space children occupies. Half of them said their children always or often occupies the graphic space properly, while the other half said children sometimes, rarely, or never do it. Spacing, alignment and sizing are important aspects in pre writing. Since early stages children need to develop the sense of space because handwriting is complicated either in Spanish or in English. First, children need to have the mental picture of each letter, and then, they need to develop the motor skill to draw the letter as it looks in their memory.

Table 10.  
*The child writes words in English about things that call his attention*

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child writes words in English about things that call his attention	Never	11	55%
	Rarely	2	10%
	Sometimes	2	10%
	Often	3	15%
	Always	2	10%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



Graph 9. The child writes words in English about things that call his attention  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

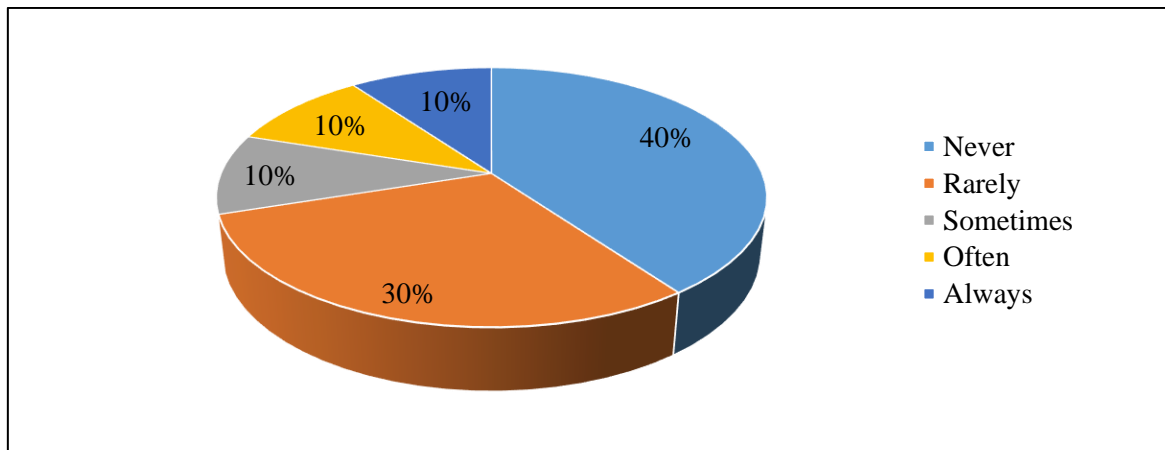
### Analysis

Parents were consulted about children writing words in English about things that call their attention. Only a quarter of them said they often or always do it, while most of them mentioned that children never, rarely, or sometimes write words that call children's attention in English. Children's motivation to write words is based on how teachers and parents promote their vocabulary development. When children identify the way objects of things are written, they will filter those that are more interested in them and will start practicing their writing.

Table 11.  
*The child knows the difference between letters and symbols*

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child knows the difference between letters and symbols	Never	8	40%
	Rarely	6	30%
	Sometimes	2	10%
	Often	2	10%
	Always	2	10%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



Graph 10. The child knows the difference between letters and symbols.  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

### Analysis

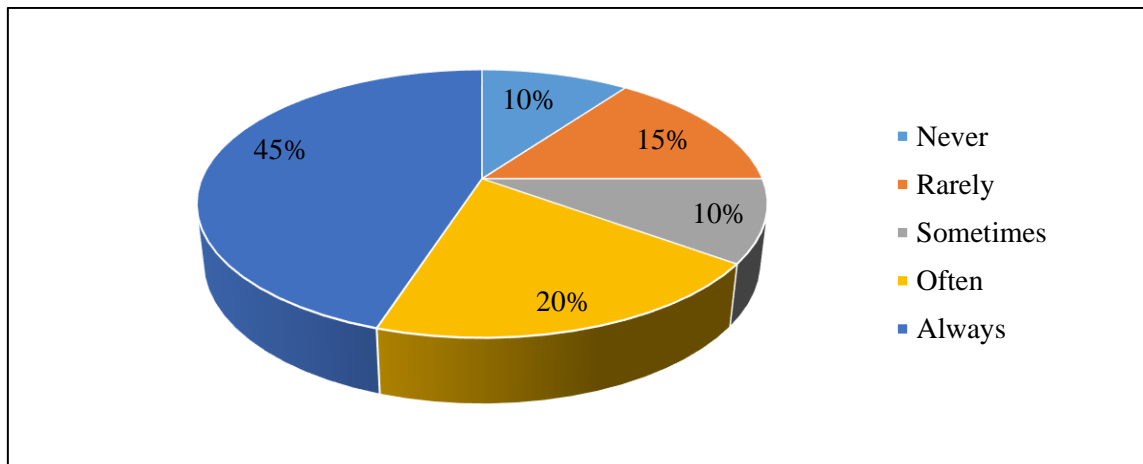
Only few parents said their children always or often know the difference between letters and symbols, while most of them said they never, rarely, or sometimes know the difference between letter and symbols. Most children recognize letters at the ages of 3 and 4, and it is common for them to recognize the letters in their name first. A child that cannot differentiate between letters and symbols is a matter of concern for teachers and parents.



Table 12.  
*The child attempts writing from left to right*

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child attempts writing from left to right	Never	2	10%
	Rarely	3	15%
	Sometimes	2	10%
	Often	4	20%
	Always	9	45%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



Graph 11. The child attempts writing from left to right  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

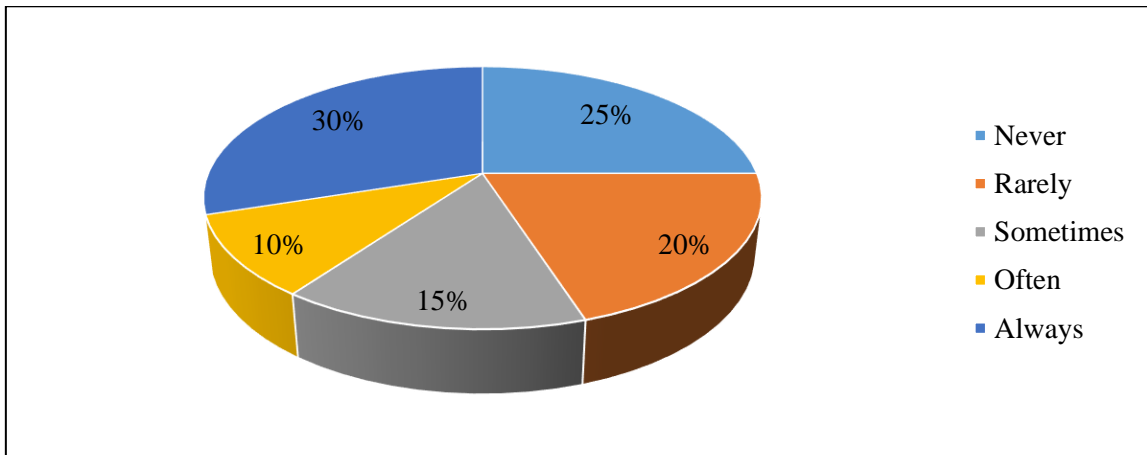
### Analysis

More than half of parents said their children always or often attempts writing from left to right. On the other hand, less than half of them said children sometimes, rarely, or never write from left to right. At the ages of 4 or 5, it is normal for children to write backward, and even in mirror image. which means that children may have difficulties when they first start writing.

Table 13.  
*The child shows coordination in the movement of his hand when drawing or writing*

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child shows coordination in the movement of his hand when drawing or writing	Never	5	25%
	Rarely	4	20%
	Sometimes	3	15%
	Often	2	10%
	Always	6	30%
TOTAL		20	100%

Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



Graph 12. *The child shows coordination in the movement of his hand when drawing or writing*  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

### Analysis

Parents were consulted regarding children coordination in the movements of their hand when drawing or writing. Most of them said children never, rarely, or sometimes show this kind of coordination, while 40% of them said they often or always, show this kind of coordination in the movement of his hand.

### 3.5.4. The Goddard Dexterity Pre and Post Test

A pre and post tests were applied to student of second grades to determine the child's level of psychomotor development. In the current study, the Goodard Dexterity test was chosen to measure the speed and precision of children's arm and hand movements, which are essential skills for prewriting.

The Pre test was applied at the beginning of the school year 2019-2020. The test consists of a 50 x 35 cm wooden board, on which there are 10 geometric excavations, arranged in three rows:

- First row: Cross, triangle, semicircle
- Second row: Circle, rectangle, rhombohedron.
- Third row: Rhombus, star, ellipse, square.

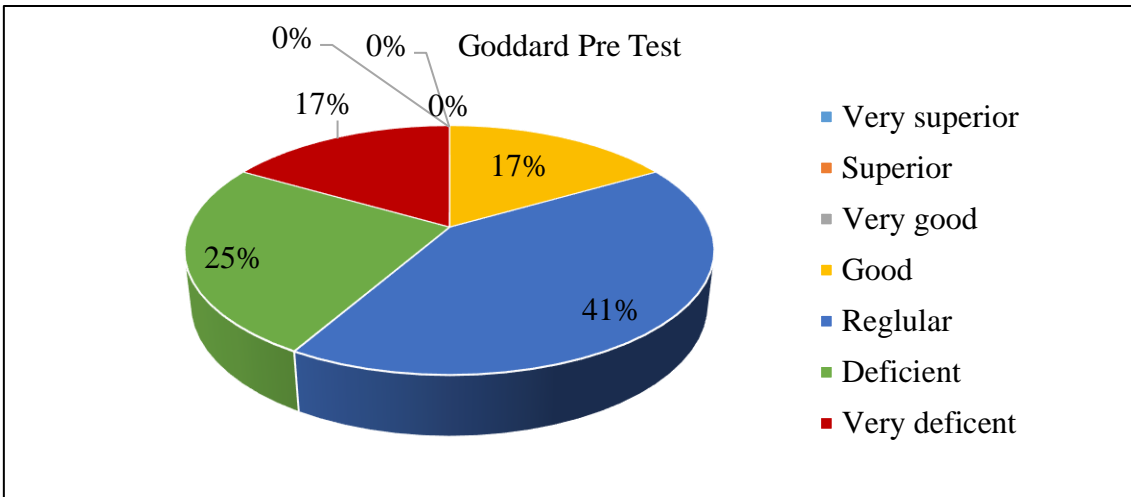
The examiner starts the chronometer and stops it when the child has fitted the last piece. The child runs the same experience three times. Then, the examiner chooses the shortest time of the three annotations in seconds and confronts it with the respective scale to obtain the psychomotor age and then proceeds to obtain or calculate the psychomotor quotient. The complete test process is included in Annex 4.

The results of the Goddard were the following:

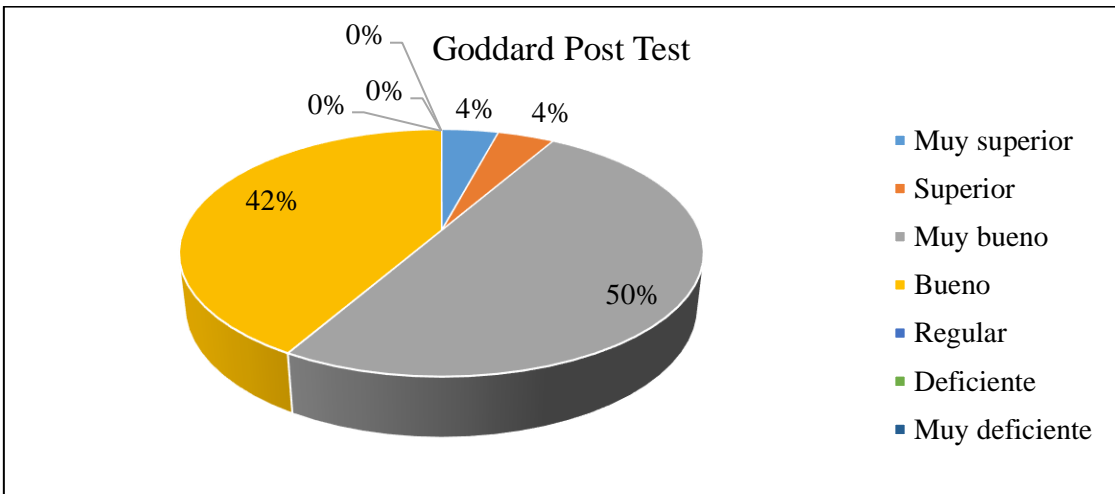
Table 14.  
*Pre and Post Goddard Dexterity Test*

TIME	SCALE	PRE TEST		POST TEST	
		FREQUENCY	%	FREQUENCY	%
140 o +	Very superior	0	0%	1	4%
120 - 139	Superior	0	0%	1	4%
	Somewhat superior	0	0%	12	50%
110 - 119	Same	4	17%	10	42%
99 - 109	Somewhat deficient	10	42%	0	0%
80 - 89	Deficient	6	25%	0	0%
70 - 79	Very deficient	4	17%	0	0%
69 o -	TOTAL	24	100%	24	100%

Source: Academia Naval Guayaquil (2019).  
Elaborated by: Felix and Jaramillo (2019).



*Graph 13. Goddard Pre Test.*  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).



*Graph 14. Goddard Post Test.*  
 Source: Academia Naval Guayaquil (2019).  
 Elaborated by: Felix and Jaramillo (2019).

**Analysis**

Considering the results shown in the table and the graphs, it is possible to see that at the beginning of the school year, there were 4 children under the category ‘very deficient’; 6 children under the category ‘deficient’; and 10 children under the ‘regular’ category.

After the application of the school readiness activities included in the guide proposed, it was possible to determine that there were 10 children under the category ‘good’; 12

children under the category 'very good', 1 student under the category 'superior', and 1 student, equivalent to 4% of total under the category very superior.

At the age of 4 to 5 years, one of the most important characteristics is the development of fine motor skills. Children show that they can grasp an object without looking at their hands, which is known as the 'highest level of achievement'. In addition, children of these ages have improved in a great deal his pencil skills and defines his dominant hand.

### **3.6. Preliminary Conclusions**

After the application of the research tools the following preliminary conclusions were drawn:

- The observation guide applied indicated that several children showed deficiencies in fine motor skills, which involve the use of the muscles that children use to control the hand, fingers, and thumb. Children had difficulties to perform important tasks such as using finger grip in plastic graph activities, making calligraphic features, or coordinate eye-hand when applying the threading technique, among others. In addition, through the observation it was also possible to identify some problems in children's cognitive skills such as using print tools to express ideas or communicate in English or in using more detail drawings to present ideas in English. The deficiencies observed allowed to conclude that teachers and parents need to provide children fun and interactive opportunities to develop the skills needed in early childhood and build the foundation for important future skills like writing and self-care.
- The teacher's interview applied concluded that school readiness is important for the development of literacy skills in children. Teachers considered that this development represents an advantage in reading and writing in the schooling stage, especially because of the development of fine and gross motor skills, which are needed to perform important tasks, such as feeding or grasping toys. What is more, teachers highlight the importance of common movements that children use to pick up or hold objects especially the ability with the finger grip, the folding or pointillism technique.

- Parents' survey confirmed the characteristics and some difficulties they noticed in children's early literacy skills, such as in expressing their ideas or show interest in writing to communicate in English, using letter-like symbols to form letters in English, among others.
- The Goddard Dexterity pre and post test determined that some children were located mainly in the lower range of equivalence, highlighting the fact that one main feature in children at the age of 4 to 5 is the development of their fine motor skills to grasp an object or their pencil skills.

## CHAPTER 4

### THE PROPOSAL

#### 4.1. Title

School Readiness: A Teacher's Guide to Develop Early Literacy Skills in English for 4 to 5-year-old students.

#### 4.2. General objective

To Promote Early literacy skills in English in 4 to 5-year old students.

#### 4.3. Specific objectives

- To facilitate the development of fine motor skills in students.
- To help students develop the eye-hand and foot visomotor coordination skill to get an adequate motor response in their movements.
- To encourage children to be aware of English language learning at early stages.

#### 4.4. The proposal framework

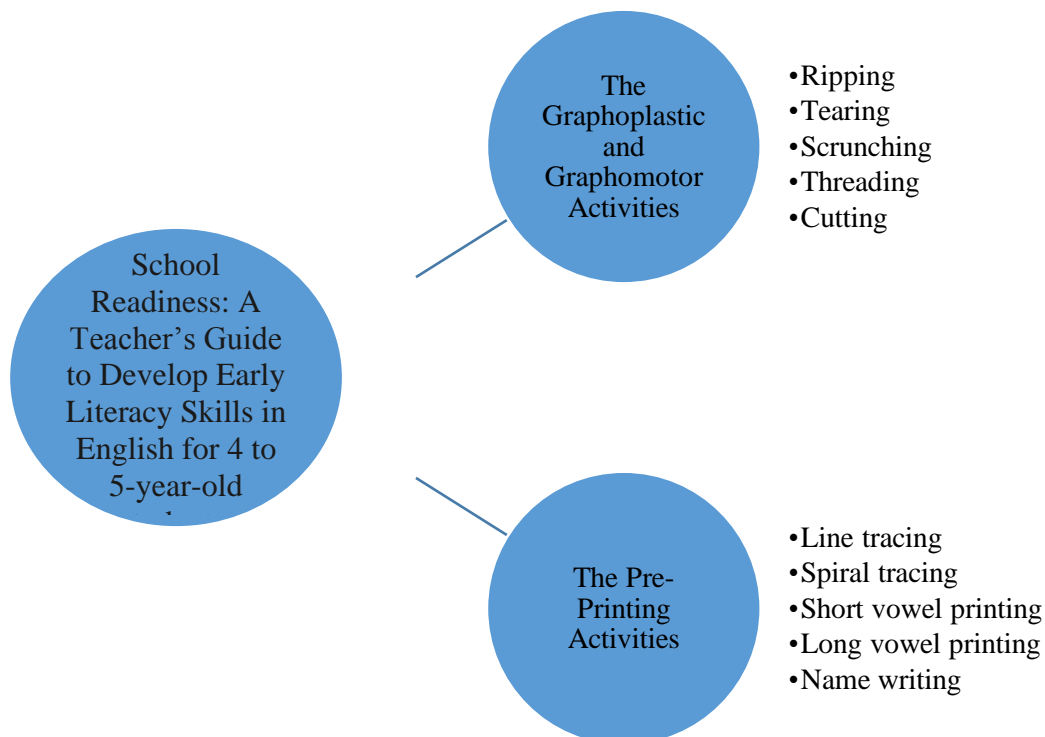


Figure 2. The proposal framework.  
Elaborated by: Felix and Jaramillo (2020).

#### 4.5. The proposed plan



## **School Readiness: A Teacher's Guide to Develop Early Literacy Skills in English for 4 to 5-year-old students**



**Authors:**  
**Karla Patricia Félix Ripalda**  
**Dayanna Lineth Jaramillo Hernández**  
**2020**



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## INTRODUCTION

A common difficulty that appears in bilingual early education is that a foreign language is introduced to children at early stages, commonly when their own mother tongue has not been yet completely developed. However, Murphy (2014) established that there is not any cognitive obstacle for children to learn a second language. An aspect that parent and educators should always consider is the importance of L1 support in second language learning. Children learning English as a second language need to be surrounded by this language inside and outside the classroom, and in this sense, parents and teachers need to remember that the child is learning both, motor skills and a foreign language.

In addition, teachers need to be committed to offer a variety of learning opportunities to students, so they can get involved, think, and do things for themselves. It is important to consider that at the age of 5, children need time to play, interact with peers, and with materials. This means that playing is one of the main strategies to consider at early stages in the teaching-learning process.

The play-way method of learning has been suggested by the Ecuadorian Ministry of Education at the Preschool Education Curriculum, and consists of organizing different spaces or learning environments, called learning corners, where children play in small groups doing a variety of activities. This methodology is ideal to develop early literacy skills, because it is flexible and allows teachers to better attend to the diversity of learning styles in a classroom and enhance the capacities and interests of each child. The learning and play corners allow children to learn spontaneously and according to their needs. The activities suggested in the current guide, are meant to be developed under this umbrella.

The graphoplastic technique is implemented in children from an early age and is aimed at developing fine motor skills and fostering creativity, which will favor the learning process, especially the development of early literacy skills. This technique is applied to help children represent notions of space, that is left, right, up, down, inside, outside, as well as differentiate sizes, shapes, and textures

The graphomotor technique intends to develop the use of tools such as crayons, brushes and pencils, the visomotor coordination in the early writing and laterality process to facilitate the organization of the worksheet space. In addition, this technique help children to acquire balanced postural habits.

# The Graphoplastic and Graphomotor Activities

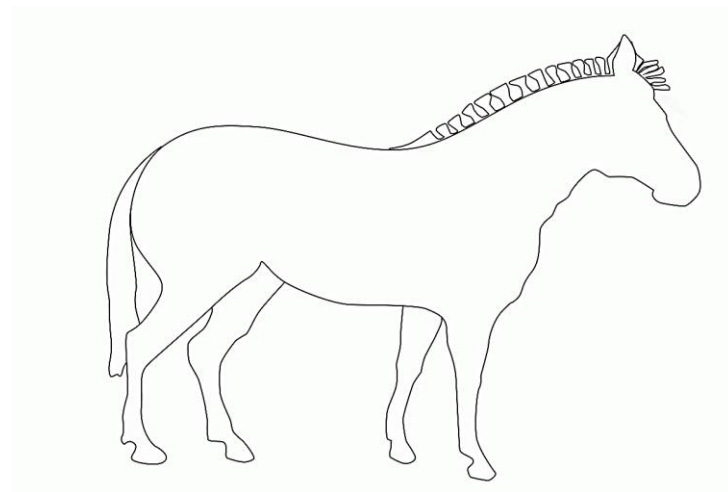
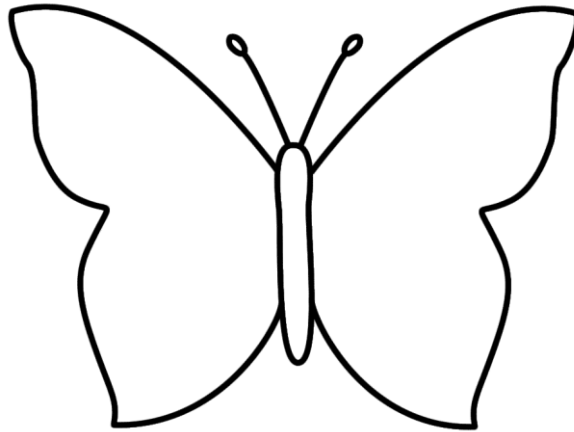
## Activity # 1

### Paper Ripping



Figure 3. Ripped Paper.  
Source: Help my kid learn (2020).

<b>TECHNIQUE DESCRIPTION</b>	The ripping paper technique implies cutting long and thin paper with the index and thumb fingers. The non-dominant hand is the one that holds the paper and the dominant hand performs the action towards the body. The paper is then ripped, using the thumb and index finger.
<b>OBJECTIVE</b>	To promote the development of the finger precision grip and the inhibition of finger grip control.
<b>MATERIALS:</b>	<ul style="list-style-type: none"><li>• Blank printable outline images.</li><li>• Newspaper</li><li>• Magazines</li><li>• Sheets of bond paper</li><li>• Wrapping paper</li><li>• Craft paper</li><li>• White glue</li><li>• Glue stick</li><li>• Brush for adding glue</li><li>• Markers or crayons</li></ul>



*Figure 4. Coloring.*  
Source: [Help my kid learn \(2020\)](#).

**TIME:**

40 minutes at least. It will depend on children process.

**PROCEDURE:**

1. Children must rip the different kind of paper in small pieces. This will help them exercise their pincer finger.
2. Check that children rip paper making different shapes, as they tend to rip only in one single direction, with long rectangles.
3. Have children use the glue on different ripped paper they got.
4. Tell children they will have to add an extra detail on the picture, and that they will have to tell a short story about their pictures

**Teachers should consider:**

- The children non-dominant hand holds, the dominant hand performs the action towards the body itself. Then, the paper is ripped, resting on the thumb and index finger.
- Children should do exercises beforehand, using only the linear tear.
- Once the paper has been ripped into several pieces, place it a little apart and observe the final work.
- For young children, have them rip the paper. Draw a simple outline of a figure or scene on a piece of paper and have them glue the ripped paper in the outlines.

**EVALUATION**

	BEGINNER	IN	ADVANCED	EXPERT
	PROGRESS			
Applies the precision finger grip correctly.				
Shows a good hand ability.				
Classifies objects according to their similarities.				
Recognizes object colors and textures.				

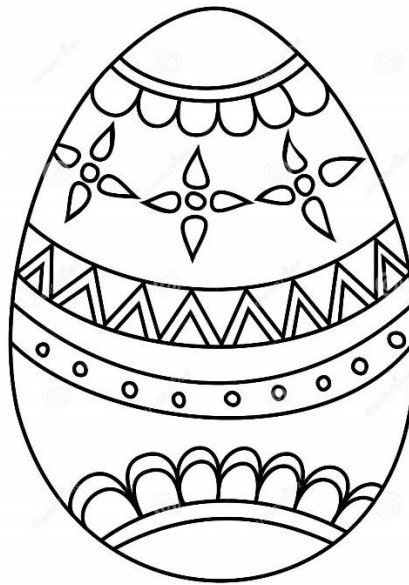
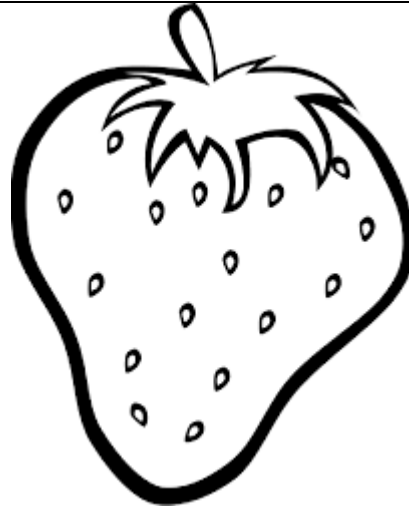
## Activity # 2

### Paper Tearing



Figure 5. Ripped Paper Easter Egg.  
Source: Simply Kinder (2018).

<p><b>TECHNIQUE DESCRIPTION</b></p>	<p>The tearing paper technique implies to tear paper into small pieces. It encourages finger and coordination skills, which also strengthens the precision finger grip.</p>
<p><b>OBJECTIVE</b></p>	<p>To encourage children improve their precision finger grip and their finger control inhibition, as well as the use of the graphic space.</p>
<p><b>MATERIALS:</b></p>	<ul style="list-style-type: none"> <li>• Newspaper</li> <li>• Pen</li> <li>• Streamer paper</li> <li>• Blank printable outline images.</li> <li>• Magazines</li> <li>• Brilliant paper</li> <li>• Plated paper from cigarette boxes</li> <li>• White glue</li> </ul>



*Figure 6. Coloring 2.*  
Source: Simply Kinder (2018).

**TIME:**

40 minutes at least. It will depend on children process.

**PROCEDURE:**

1. Have children hold the paper using the thumb and the pointing finger of each hand to tear the sheets of paper.
2. Then, they will need to move each of their hands in a different direction to cut the paper in small pieces.
3. Each piece of paper should be placed in a container.
4. Have children use the glue on the different teared paper they got and pasted on the shape in the worksheet until to fill it completely.

**Teachers should consider:**

The following sequence of activities are meant to be applied according to students' level of advance:

- Tear, glue, and paste the pieces of paper randomly on the entire sheet.
- Tear, glue, and paste the pieces of paper together on the whole sheet.
- Tear, glue, and paste the pieces of paper at the top.
- Tear, glue, and paste the pieces of paper at the bottom.
- Tear, glue, and paste the pieces of paper on the right side of the sheet.
- Tear, glue, and paste the pieces of paper on the left side
- Tear, glue, and paste the pieces of paper on the sides, limiting spaces.
- Tear, glue, and paste the pieces of paper in the center, horizontal & vertical lines.
- Tear, glue, and paste the pieces of paper into figures.
- Tear, glue, and paste the pieces of paper outside figures.
- Tear, glue, and paste the pieces of paper around figures.

**EVALUATION**

	BEGINNER	IN PROGRESS	ADVANCED	EXPERT
Applies the precision finger grip correctly.				
Shows a good hand ability.				
Classifies objects according to their similarities.				
Picks up a small item with the index finger and thumb.				



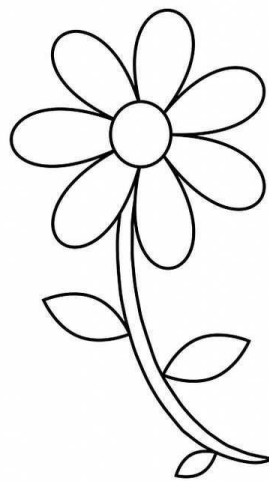
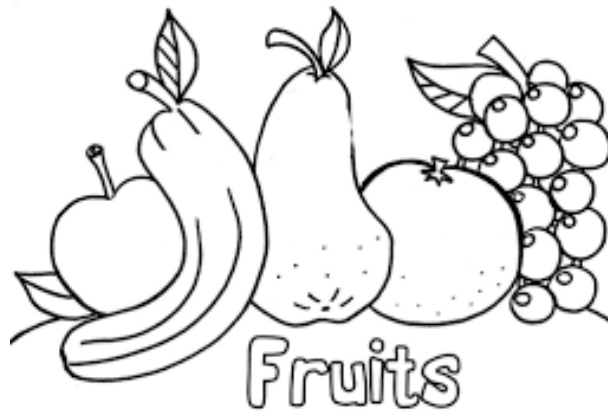
## Activity # 3

### Paper Scrunching



Figure 7. Scrunch Flower.  
Source: Mess for less (2020).

<p><b>TECHNIQUE DESCRIPTION</b></p>	<p>This technique consists of wrinkling the paper of different colors using the index fingers and thumb, giving the shape of balls and using a soft and moldable paper. This technique allows the child to develop fine motor coordination, it is a necessary element in pre-writing.</p>
<p><b>OBJECTIVE</b></p>	<p>To foster the strengthen the motor skills and the concept of volume.</p>
<p><b>MATERIALS:</b></p>	<ul style="list-style-type: none"> <li>• Blank printable outline</li> <li>• Newspaper</li> <li>• Magazines</li> <li>• Silk paper</li> <li>• Napkin paper</li> <li>• Craft paper</li> <li>• Tissue paper</li> <li>• White glue</li> </ul>



*Figure 8. Fruits.*  
Source: Mess for less (2020).

**TIME:**

40 minutes at least. It will depend on children process.

**PROCEDURE:**

This technique is essential for children because it allows them opening their hand and start other activities.

- Have children to tear the sheets of paper into small pieces.
- They must scrunch up each piece into small balls. It does not matter if the balls are not the same size of shape.
- Have children apply glue all along the outer of the image
- Children must start gluing the scrunched pieces of paper of the same color one by one over the glued part of the image.

- Have children to apply glue along other parts of the image and repeat the steps with scrunched paper of a different color until the image is totally filled.

**Teachers should consider:**

The following sequence of activities are meant to be applied according to students' level of advance:

- Scrunch, glue, and paste the pieces of paper randomly on the entire sheet.
- Scrunch, glue, and paste the pieces of paper together and separated.
- Scrunch, glue, and paste the pieces of paper at the top and the bottom.
- Scrunch, glue, and paste the pieces of paper on the right side of the sheet.
- Scrunch, glue, and paste the pieces of paper on the left side
- Scrunch, glue, and paste the pieces of paper on the sides, limiting spaces.
- Scrunch, glue, and paste the pieces of paper in the center, horizontal & vertical lines.
- Scrunch, glue, and paste the pieces of paper under figures.
- Scrunch, glue, and paste the pieces of paper outside figures.
- Scrunch, glue, and paste the pieces of paper around figures.
- Scrunch, glue, and paste the pieces of paper on the trace lines.
- Scrunch, glue, and paste the pieces of paper forming shapes.

**EVALUATION**

	BEGINNER	IN PROGRESS	ADVANCED	EXPERT
Applies the precision finger grip correctly.				
Shows a good hand ability.				
Classifies objects according to their characteristics.				
Recognizes object colors and textures.				

## Activity # 4

### Threading



Figure 9. Ripped Paper Easter Egg.  
Source: Your Therapy Source Kinder (2018).

<p><b>TECHNIQUE DESCRIPTION</b></p>	<p>This technique develops manual eye coordination. A previous step to the use of needle and wool in cooking will be the prolonged use of a plastic thread and a plastic mat, which the child will use to exercise in the motor domain that this technique requires.</p>
<p><b>OBJECTIVE:</b></p>	<p>To encourage children to enhance of the viso-motor coordination.</p>
<p><b>MATERIALS:</b></p>	<ul style="list-style-type: none"> <li>• Thick needles with blunt and fine point, large sizes.</li> <li>• Beads or rosettes</li> <li>• CD</li> <li>• Mat</li> <li>• Fine string</li> <li>• Straws</li> </ul>
<p><b>TIME:</b></p>	<p>40 minutes at least. It will depend on children process.</p>
<p><b>PROCEDURE:</b></p> <ul style="list-style-type: none"> <li>• Have children inserting wool into the beads to start the activity.</li> </ul> <p>Technique development according to the level of complexity:</p> <ul style="list-style-type: none"> <li>• Explain children in detail how to use the needles safely.</li> <li>• Explain children how to tie the thread and how to make a simple forward stitch.</li> <li>• Threading may start on the plastic mat from left to right and around.</li> <li>• Thread around the figure</li> <li>• Thread following stitches and broken lines.</li> <li>• Threading threads</li> </ul>	

- Threading hoops
- Threading bottle caps
- Threading pieces of straws
- Pass shoelaces
- Thread following stitches

**EVALUATION**

BEGINNER	IN PROGRESS	ADVANCED	EXPERT
----------	----------------	----------	--------

Applies the precision  
finger grip correctly.

Passes the shoelaces  
correctly.

Threads following  
points

Holds the thread for  
passing on the needle.

## Activity # 5

### Cutting with Scissors



*Figure 10.* Cutting with scissors.  
Source: Google Image (2020).

<b>TECHNIQUE DESCRIPTION</b>	Cutting with scissors means separating pieces of different materials with this tool.
<b>OBJECTIVE</b>	Cutting with scissors means separating pieces with different tools with this tool, promoting free and controlled movement of the hand.
<b>MATERIALS:</b>	<ul style="list-style-type: none"><li>• Blunt and fine point scissors</li><li>• Left-handed scissors,</li><li>• Transformers,</li><li>• Paper of different consistency, such as thread, wool, fabric, plastic, cardboard</li><li>• Thin cardboard,</li><li>• Leather,</li><li>• Fomix.</li></ul>

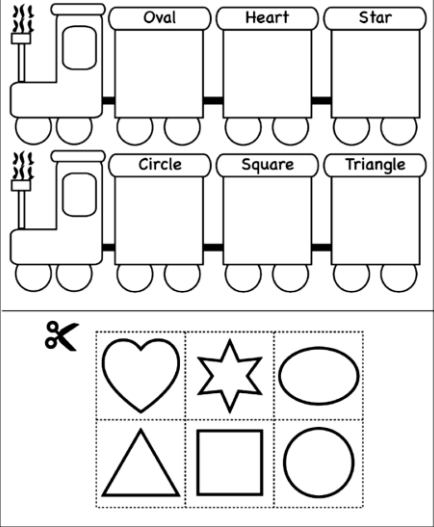
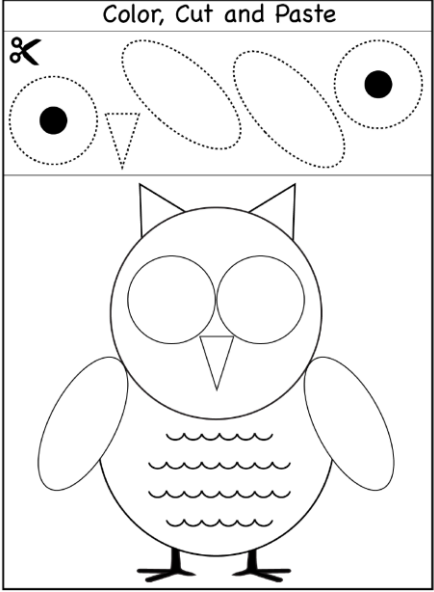
	<div style="text-align: center;"> <p><b>Shapes</b> Cut and Paste</p>  </div> <div style="text-align: center;"> <p><b>Color, Cut and Paste</b></p>  </div>
<b>TIME:</b>	40 minutes at least. It will depend on children process.
<p><b>PROCEDURE:</b></p> <ul style="list-style-type: none"> <li>• Have children perform proper movement such as opening and closing the hand without scissors, in order to strengthen the muscles of the hand.</li> <li>• Allow children to handle scissors carefully without paper.</li> </ul>	

Figure 11. Shapes.  
Source: Google Image (2020).

**Technique development prioritizing the level of complexity:**

It improves the correct handling of the scissors.

- Freely cut any type of paper.
- Cut lines: horizontal, vertical, broken, wavy, mixed.
- Cut diagonally with starting points.
- Make fringes on sheets of paper of different consistency.
- Cut simple geometric shapes by size.
- Cut out simple edges and progressively increase the difficulty.

**EVALUATION**

	BEGINNER	IN PROGRESS	ADVANCED	EXPERT
Cuts any type of paper without effort				
Cuts out following the points				
Cuts out simple shapes and assembles a figure.				
Cuts out shapes with precision.				



# The Graphomotor and Pre-Printing Activities

## Activity # 6

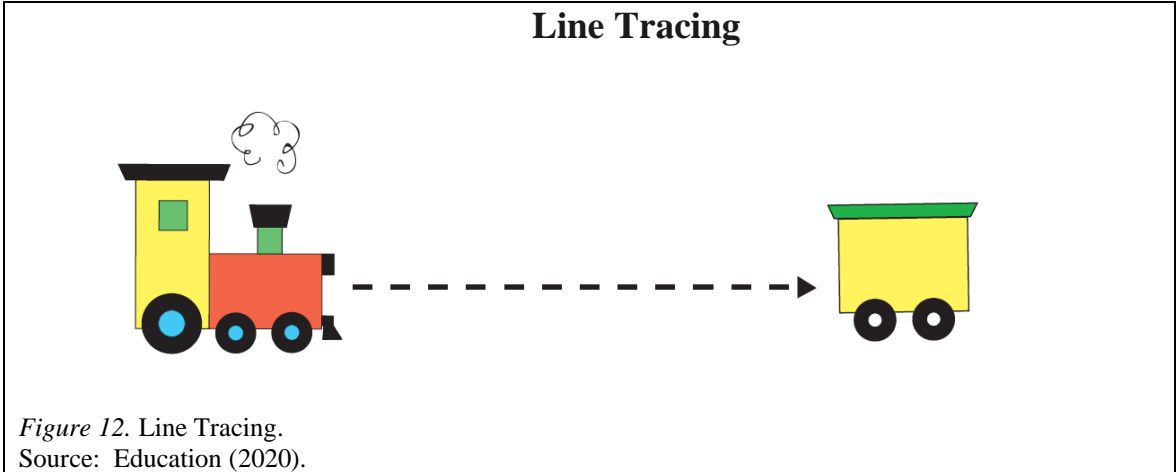


Figure 12. Line Tracing.  
Source: Education (2020).

<p><b>TECHNIQUE DESCRIPTION</b></p>	<p>This technique is aimed to develop skills in the use of tools such as crayons, brushes and pencils. It is useful to acquire balanced postural habits.</p>
<p><b>OBJECTIVE</b></p>	<p>To develop visomotor coordination in the early writing process and laterality to facilitate the organization of the worksheet space.</p>
<p><b>MATERIALS:</b></p>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Color Pencil</li> <li>• Markers</li> <li>• Crayons</li> </ul> <div style="text-align: center;"> </div> <p>Figure 13. Tree. Source: Education (2020).</p>

Practice drawing horizontal lines by tracing on the dotted lines to match the things that go together.

*Figure 14. Joining.*  
Source: Education (2020).

**TIME:** 40 minutes at least. It will depend on children process.

- PROCEDURE:**
- Have children to use color pencils, crayons and markers
  - Inform the students that they will be drawing vertical and curved lines.
  - Explain that vertical lines go down like the London Bridge.
  - Have students draw a few vertical and horizontal lines on the board to model the movements for children.
  - Give students the worksheet
  - Read the instructions aloud for the class.
  - Have students complete the worksheet by drawing vertical or horizontal lines as well.

<b>EVALUATION</b>			
	BEGINNER	IN PROGRESS	ADVANCED EXPERT
Applies the precision finger grip correctly.			
Shows a good hand ability.			
Traces straight lines either vertical or horizontal			

## Activity # 7

### Spiral Tracing



*Figure 15. Spiral.*  
Source: Pinterest (2020).

<p><b>TECHNIQUE DESCRIPTION</b></p>	<p>This technique is aimed to develop skills in the use of tools such as crayons, brushes and pencils. It is useful to acquire balanced postural habits.</p>
<p><b>OBJECTIVE</b></p>	<p>To develop visomotor coordination in the early writing process and laterality to facilitate the organization of the worksheet space.</p>
<p><b>MATERIALS</b></p>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Color Pencil</li> <li>• Markers</li> <li>• Crayons</li> </ul> <div style="text-align: center; margin-top: 20px;"> </div>

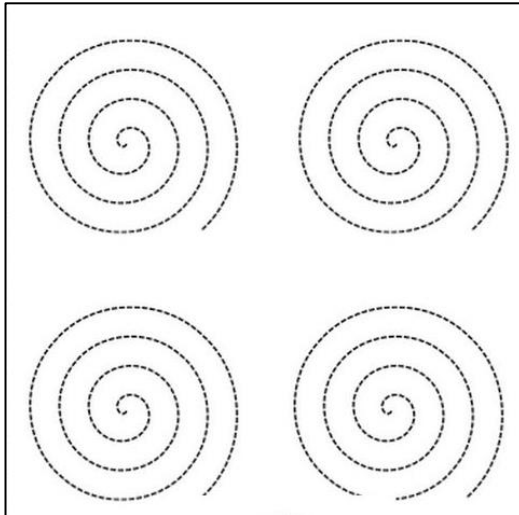


Figure 16. Spiral.  
Source: Pinterest (2020).

**TIME:** 40 minutes at least. It will depend on children process.

- PROCEDURE:**
- Have children to use color pencils, crayons and markers
  - Inform the students that they will be drawing vertical and curved lines.
  - Explain that vertical lines go down like the London Bridge.
  - Have students draw a few vertical and horizontal lines on the board to model the movements for children.
  - Give students the worksheet and read the instructions aloud for the class.
  - Have students complete the worksheet by drawing vertical or horizontal lines.

**EVALUATION**

	BEGINNER	IN PROGRESS	ADVANCED	EXPERT
Applies the precision finger grip correctly.				
Shows a good hand ability.				
Traces straight lines either vertical or horizontal				

## Activity # 8

### Lower Case Printing

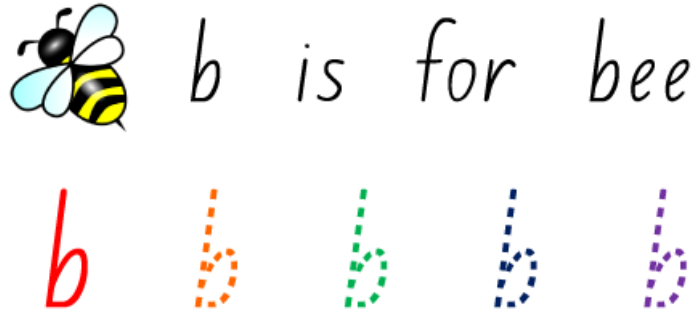


Figure 17. Lower case printing.  
Source: Simply Kinder (2018).














<b>TECHNIQUE DESCRIPTION</b>	In tracing lower case letters, students are reinforced regarding the way the letter looks like. Children develop eye-hand coordination and pencil control. Tracing the letter in the same way all the time, develops the motor pattern for early printing in children.
<b>OBJECTIVE</b>	To identify the traces for lower case letters.
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Color Pencil</li> <li>• Markers</li> <li>• Crayons</li> </ul>

Name: \_\_\_\_\_

a		a	a	a	a	a	a	a
b		b	b	b	b	b	b	b
c		c	c	c	c	c	c	c
d		d	d	d	d	d	d	d
e		e	e	e	e	e	e	e
f		f	f	f	f	f	f	f
g		g	g	g	g	g	g	g
h		h	h	h	h	h	h	h
i		i	i	i	i	i	i	i
J		J	J	J	J	J	J	J
k		k	k	k	k	k	k	k
l		l	l	l	l	l	l	l
m		m	m	m	m	m	m	m

mymindoo.com
Page 1
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Figure 18. Modeling 1.  
Source: Simply Kinder (2018).

Name: _____	
n	 n n n n n n n n
o	 o o o o o o o o
p	 p p p p p p p p
q	 q q q q q q q q
r	 r r r r r r r r
s	 s s s s s s s s
t	 t t t t t t t t
u	 u u u u u u u u
v	 v v v v v v v v
w	 w w w w w w w w
x	 x x x x x x x x
y	 y y y y y y y y
z	 z z z z z z z z








Figure 19. Modeling 2.  
Source: Simply Kinder (2018).

**TIME:** It will depend on children process.

**PROCEDURE:**

Then children learn print letters, the progress appears in sequence: imitate, copy, from memory.

1. Group students considering their motor patterns similarities.
2. Consider that in letter formation it is not necessary to use lines, and try students to print the letter learnt on the board.

The Wagon Wheels

The following group of letters start at the dotted middle line and form a wagon wheel:

- o: around the wheel (or, circle)
- a: around the wheel and down (or, circle and little line)
- d: around the wheel, fly up into the sky and down (or, circle and big line)
- g: around the wheel, go down into the ground and curve (or, circle, down and curve)
- q: around the wheel, go down into the ground, little line
- c: little curve and stop

- s: little curve and back around

### **The Google Eyes**

These set of letters start at the middle line and finish with a googly eye.

- i: little line down and dot
- j: down into the ground, curve and dot

### **Fire Poles**

- I: slide down
- t: slide down and cross
- b: slide down, up and around
- h: slide down, up and over the hill
- k: slide down, kick in, kick out

### **Pogo Sticks**

These letters start at the middle line, slide down and bounce back up like a pogo stick.

- n: down, up and over, bump the bottom
- m: down, up and over, bump the bottom, up and over, bump the bottom
- r: down, up and over
- p: down into the ground, up and around

### **Slide letter**

These letters start at the middle line and slide down the hill.

- v: slide down, climb up
- w: slide down, climb up, slide down, climb up
- y: little slide down, big slide down into the ground
- x: little slide, little slide across

### **Odd balls**

Odd balls is the name for an activity in which letters do not have the same behavior and do not fit into the other groups, so must be learned separately.

- e: drive out of the garage and around the corner
- f: curve up and over, down to bump the bottom and across (or, candy cane and across)
- u: down, curve, up and down to bump the bottom
- z: across, slide down, across the bottom (or, make a 7 then across the bottom)

Source: McMaster University (2014).

**EVALUATION**

	BEGINNER	IN PROGRESS	ADVANCED	EXPERT
Applies the precision finger grip correctly.				
Shows a good hand ability.				
Performs activities for the visomotor coordination in increasing difficulty levels.				
Identifies the traces in lower case letters.				



## Activity # 9

### Upper Case Printing

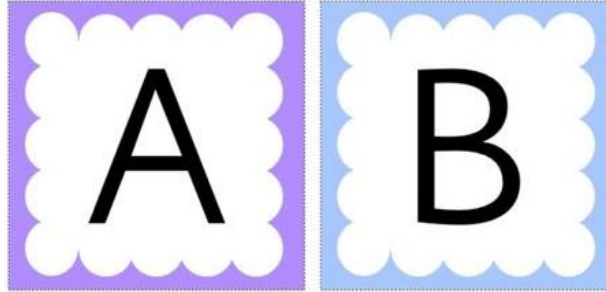


Figure 20. Upper case printing.  
Source: Pinterest (2018).

<p><b>TECHNIQUE DESCRIPTION</b></p>	<p>In tracing upper case letters, students are also reinforced regarding the way the letter looks like. In the same way then in lower case letters, children develop eye-hand coordination and pencil control. Tracing the letter in the same way all the time, develops the motor pattern for early printing in children.</p>
<p><b>OBJECTIVE</b></p>	<p>To identify the traces for upper case letters.</p>
<p><b>MATERIALS:</b></p>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Color Pencil</li> <li>• Markers</li> <li>• Crayons</li> </ul> <div style="text-align: center; margin-top: 10px;"> <p>Name: _____</p> </div> <p>Figure 21. Alphabet 1. Source: Pinterest (2018).</p>

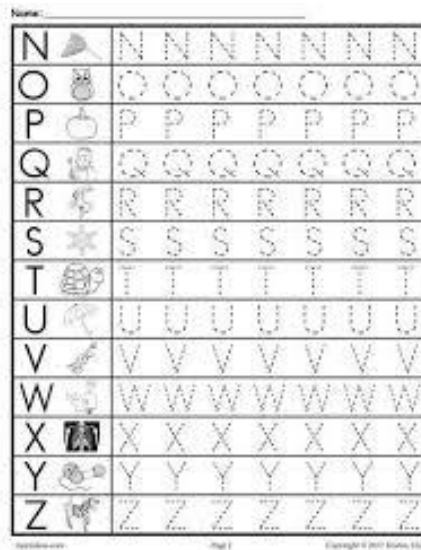


Figure 22. Alphabet 2.  
Source: Pinterest (2018).

**TIME:**

It will depend on children process.

**PROCEDURE:**

Then children learn print letters, the progress appears in sequence: imitate, copy, from memory.

1. Group students considering their motor patterns similarities.
2. Consider that in letter formation it is not necessary to use lines and try students to print the letter learnt on the board.

**CAPITALS AND THE FROG JUMP:**

The letters included in this activity begin with a big line down, plus a frog jump back to the top. It is important to keep the verbal cues very brief (more words are suggested, see the brackets)

- F: big line down, frog jump, little line (at the top), little line (in the middle)
- E: big line down, frog jump, little line (at the top), little line (in the middle), little line (at the bottom)
- D: big line down, frog jump, big curve
- P: big line down, frog jump, little curve (to the middle)
- B: big line down, frog jump, little curve (to the middle), little curve (to the bottom)

Work on these only if the child is able to imitate a diagonal line.

- R: big line down, frog jump, little curve (to the middle), slide down (or kicks out)
- N: big line down, frog jump, slide down, climb up
- M: big line down, frog jump, slide down, climb up, slide down

### **MAGIC C LETTERS:**

These letters all start with a “Magic C” curve. Try to keep the verbal cues as brief as possible. (Additional words are suggested in the brackets for use if necessary.)

- C: big curve
- O: magic C, keep on going, stop at the top
- Q: magic C, keep on going, stop at the top, jump down, little line
- G: magic C, fly up like a helicopter, little line in to land
- S: little magic C, curve back

### **OTHER CAPITALS:**

Try to keep the verbal cues as brief as possible. (Additional words are suggested in the brackets for use if necessary.)

- H: big line down, jump, big line down, little line across (the middle)
- L: big line down, little line across
- U: big line down, curve, big line up
- I: big line down, little line across (the top), little line across (the bottom)
- T: big line down, jump, little line across (the top)
- J: big line down, curve, jump, little line across (the top)

Work these letters only if children are able to imitate a diagonal line.

- K: big line down, jump, kick in (to the middle), kick out
- V: big line slides down, climb up
- W: big line slides down, climb up, slide down, climb up
- A: big line slides down, jump up, big line slides down, little line across
- X: big line slides down (to the bottom corner), jump (to the other top corner), big line slides down (to the other bottom corner)

- Y: little slide, big slide
- Z: little line across, slide down, little line across

Source: McMaster University (2014).

**EVALUATION**

	BEGINNER	IN PROGRESS	ADVANCED	EXPERT
Applies the precision finger grip correctly.				
Shows a good hand ability.				
Performs activities for the visomotor coordination in increasing difficulty levels.				
Identifies the traces in lower case letters.				

## Activity # 10

### Name Writing



Figure 23. Name writing.  
Source: Play to Learn (2018).

<b>TECHNIQUE DESCRIPTION</b>	Children recognize their names as first step of learning to write it. They start recognizing the shape of their initial letter, and usually they recognize that first letter in other words. In that case, they might point to is saying that they found their names,
<b>OBJECTIVE</b>	To recognize letter in proper names.
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Markers</li> <li>• Color Pencil</li> <li>• Crayons</li> </ul>
<b>TIME:</b>	40 minutes at least. It will depend on children process.
<b>PROCEDURE:</b>	
<ul style="list-style-type: none"> <li>• With repeated exposure and practice recognizing each other's names, children begin to identify letters.</li> </ul>	

## Spelling

Next step: once children can recognize their names, they need to start to spell them. One way to practice this is

- Write each child's name on a sentence strip. Another possibility is to spell it with letter stickers.
- Prepare die cut pieces with the letters of the child's name.
- Include an envelope on the back of the sentence strip to keep the pieces when not in use.

## EVALUATION

	BEGINNER	IN PROGRESS	ADVANCED	EXPERT
Recognizes the way his name is written				
Identifies the letters included in his name.				
Spells the letters of his name correctly.				
Traces the letters of his name.				

### 4.6. Results / Benefits

The current Guide directed to teachers to develop early literacy skills in English for 4 to 5-year-old students, aims to generate a significant impact on the actors in the educational process such as teachers, children and parents, since it brings together a set of guidelines for the teacher and generate learning opportunities in children, through activities based on interactive, motivating and innovative pedagogical processes, which promote respect for cultural differences and the individualities of students.

This proposal constitutes a contribution that enhances the research work related to psychomotricity and the early literacy process of children at early stages, and that seeks the development of their skills. For this reason, the teacher becomes a mediator of children's development and learning, since the proposed activities will allow students to explore, experiment, play and create.

## CONCLUSIONS

Once the research process was carried out, the following conclusions are drawn:

- The theoretical foundation collected in this study, allowed to establish the scientific foundations based on references from similar and important studies that contributed significantly to this work. This element, added to the application of the research tools, made possible to determine that school readiness influences on Early Literacy Skills in 4 to 5 year-old students at Academia Naval Guayaquil, School Year 2019-2020.
- There were significant difficulties detected in students during the observation technique. Students showed difficulties to use print tools to express ideas or communicate in English. This caused lack of motivation in children. One clear attitude observed was that they seemed not having interest in writing to communicate. In addition, they looked reluctant to use more detail drawings, writing or creative expressions to present ideas in English. Essential skills that allow children to process sensory information and learn new things were also insufficient, while some motor skills were not achieved by most students.
- The teacher considers important the development of early literacy skills, as they represent an advantage for children in the schooling stage, especially in reading and writing. In that way, the most important aspects the teacher considers in the development of early literacy are cognitive and motor skills. In addition, the teacher also thinks that the development of fine and gross motor skills are needed to perform important tasks, such as feeding or grasping toys. The teacher's opinion goes in accordance with the belief that cognitive development gives children the capacity of paying attention and thinking about the world around them.
- Parents contribution in the current study helped to confirmed teachers' perceptions about children's development. They agreed in having noticed some difficulties in children's early literacy skills at home. They affirmed children cannot express their ideas easily or do not show interest in writing to communicate in English.
- It was of great help the application of the Goddard Dexterity test. This test was directed to measure the speed and precision of arm and hand movements to determine the level of psychomotor development of the child. The results helped to conclude that some children were in the lower range of equivalence, that is, with important



difficulties in the development of their fine motor skills, especially in their pencil skills.

- The proposed plan called School Readiness: A Teacher's Guide to Develop Early Literacy Skills in English for 4 to 5-year-old students, is meant to be a didactic support for teachers and to contribute in the development of the teaching and learning process, focused on the improvement of the early literacy skills in English.

## **RECOMMENDATIONS**

- It is necessary for teachers to use the Guide to Develop Early Literacy Skills in English, in order to stimulate the psychomotor development of 4 to 5-year-old children. The support of the educational institution for the application of this guide is essential.
- Parents must become aware of the importance of children motor skill development and the scope of their shortcomings in pre-writing. For this reason, it is necessary that they get closer to the progress at the school level that the child achieves, getting in touch with the teacher and knowing a little bit more about these topics.
- Teachers should consider the importance of the development of early literacy skills in children, since the good results that are achieved will be reflected in the next academic level for them and gives them the opportunity of getting a better development.

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## ANNEX 1

### STUDENTS' OBSERVATION GUIDE

**Objective:** To identify the common difficulties that 4 to 5 year-old students have in early literacy skills (writing).

Scale: 1. Achieve - 2. In progress - 3. Not Achieved

ITEMS	STUDENT 1			STUDENT 2			STUDENT 3			STUDENT 4			STUDENT 5		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	1. Begins to use print as a tool to express thoughts, ideas and to intentionally communicate in English														
2. Recognizes how features of a letter combine to make a specific letter in English															
3. Demonstrates interest in writing as a way of communicating															
4. Differentiates between letters and other symbol															
5. Knows that English print is left to right and top to bottom															
6. Uses letter-like symbols to make letters or word in English															
7. Uses drawing to represent writing in English															
8. Writes his own name, and words about things that interest him in English															
9. Uses words, pictures, letters, or letter like symbols to communicate information and ideas in English.															
10. Uses more detailed drawing, writing, models, or creative expressions to present ideas in English.															

11. Properly use the finger grip when performing plastic graph activities																			
12. Coordinates the movement of the hand when drawing and writing																			
13. Coordinates eye-hand when applying the threading technique																			
14. The torn and the cut help to define its laterality																			
15. Occupies the graphic space properly																			
16. Performs coordinated displacement exercises																			
17. Coordinates hand movements when plotting																			
18. Performs fine motor exercises properly																			
19. Coordinates fine movements by making calligraphic features																			
20. Makes replica spellings without difficulty																			



## ANNEX 2

### PARENTS' SURVEY

**Objective:** To identify the common difficulties that 4 to 5 year-old students have in early literacy skills (writing).

**Instructions:**

Please, answer all the questions with honesty. There is no right or wrong answers. The questionnaire is anonymous. Try not to leave any questions unanswered. Mark with a cross the box that corresponds to your answer.

1 = Never      2 = Rarely      3 = Sometimes      4 = Often      5 = Always

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The child uses print words to express or communicate at home in English.					
2	The child demonstrates interest in writing word in English.					
3	The child uses letter-like symbols to make letters or words					
4	The child uses drawing to represent writing					
5	The child writes his own name					
6	The child occupies the graphic space properly					
7	The child writes words in English about things that calls his attention					
8.	The child knows the difference between letters and symbols					
9.	The child attempts writing from left to right					
10.	The child shows coordination in the movement of his hand when drawing or writing					

## ANNEX 3

### TEACHERS' INTERVIEW

**Objective:** To collect information to determine the importance of school readiness in the development of early literacy skills in 4-5 year-old children at Academia Naval Guayaquil.

1. How important is the development of the early literacy skills in children to develop their school readiness?
2. What are the most important features to be considered in the development of the early literacy skills?
3. Why do you think is important to apply motor activities with children?
4. How can the puncture, paint, and modeling be used to improve finger grip in 4-5 year-old children?
5. Why do you apply the techniques of painting, skewering, coloring, trimming, or any other graphical plastic activities help to develop the visio-motor coordination in children?
6. In what way do you think the folding technique helps children improve the use of the graphic spacer?
7. In what way the activity of trimming with the fingers (tear) allows the child to develop the correct clamping act?
8. Why do you believe it is important to perform fine motor exercises to define the tonicity in the child?
9. How does the application of the graphical plastic techniques help the child develop the finger grip needed for pre-writing?
10. Do you consider important to apply the pointillism technique to allow the child acquire precision in the handling of the pencil? Explain

## ANNEX 4

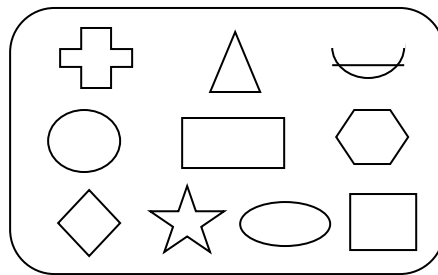
### GODDARD PRE AND POST TEST

**Objective:** To measure the speed and precision of arm and hand movements, to determine the level of psychomotor development of the child.

**Resources:** It consists of a 50 x 35 cm wooden board, in which there are 10 geometric excavations, arranged in three rows:

- First row: Cross, triangle, semicircle
- Second row: Circle, rectangle, rhombohedron.
- Third row: Rhombus, star, ellipse, square.

A chronometer, answer sheet, and pencil are required as additional supplies.



**Technique:** The child is standing in front of the board resting on a suitable table, the examiner gives the child the following instruction:

- In each excavation of this board a piece rests, I will proceed to remove these pieces and place them in three groups so that you fit them again correctly.
- The examiner proceeds to group the pieces near the bottom edge of the board, in three groups according to the following order:
  1. Group on the left side: Circle (serves as base), star (intermediate), rhombus (upper)
  2. Intermediate group: Square (serves as the base), rhombohedron and semicircle (intermediate in its order), cross (upper)
  3. Right side group: Rectangle (serves as base, ellipse (intermediate), triangle (top)Once the pieces are grouped like this, the examiner tells the child: now he is going to proceed to fit the pieces using the most skillful hand and as quickly as possible.

The examiner starts the stopwatch and stops it when the child has fitted the last piece. The same experience runs the child three times. The examiner chooses the shortest time of the three annotations in seconds and confronts it with the respective scale to obtain the psychomotor age and then proceeds to obtain or calculate the psychomotor quotient.

**CALCULATION:** This Psychomotor Ratio is calculated based on the following formula:

$$\text{Psychomotor ratio} = \frac{\text{Psychomotor age in months}}{\text{Chronological age in months}} \times 100$$

**Once obtained this psychomotor quotient by means of the formula, it is compared with the scale of the psychomotor quotient for the diagnosis of manual psychomotor development.**

**SCALE CHART:**

TIME IN SECONDS			PSYCHOMOTOR AGE		PSYCHOMOTOR RATIO SCALE			
From		To	Years	Months	Ratio			Equivalence
222"	O	+	1	9	140	o	+	<i>Very superior</i>
109"	-	221"	2	2	120	-	139	<i>Superior</i>
72"	-	108"	3	5	110	-	119	<i>Very good</i>
63"	-	71"	4	0	99	-	109	<i>Good</i>
40"	-	62"	4	7	80	-	89	<i>Regular</i>
37"	-	39"	5	0	70	-	79	<i>Deficient</i>
34"	-	36"	5	4	69	o	-	<i>Very deficient</i>
30"	-	33"	5	6				
26"	-	29"	5	9				
	25"		6	0				
	24"		6	8				
	23"		7	0				
	22"		7	4				
	21"		7	8				
	20"		8	0				
	19"		8	6				
	18"		9	0				
	17"		9	6				
	16"		10	0				
	15"		11	0				
	14"		12	0				
	13"		12	6				
	12"		13	0				
	11"		14	0				


**ANNEX 5**  
**VALIDATION OF THE PROPOSAL**



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**  
**VALIDATION OF THE PROPOSED PROJECT PLAN**  
**SCHOOL READINESS AND EARLY LITERACY SKILLS IN ENGLISH**  
**LANGUAGE IN 4 TO 5-YEAR-OLD STUDENTS AT ACADEMIA NAVAL**  
**GUAYAQUIL, SCHOOL YEAR 2019-2020**  
**RATING SCALE**

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

I really like your proposal, the activities are creative in order to engaged students in the learning process, congratulations!

Name:	Msc. Norma Hinojosa Garcés	 Signature
Occupation:	Coordinator	
Phone number:	0993742876	



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GUAYAQUIL, SCHOOL YEAR 2019-2020  
RATING SCALE

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments:

*The present study demonstrates early literacy activities achieved positive results in very young learners.*

Name:	<i>Diana Arguillo San Martin</i>	<i>M. Ed.</i>
Occupation:	<i>High School Professor</i>	<i>Diana Arguillo</i> Signature
Phone number:	<i>0994807111</i>	




**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**  
**VALIDATION OF THE PROPOSED PROJECT PLAN**  
**SCHOOL READINESS AND EARLY LITERACY SKILLS IN ENGLISH**  
**LANGUAGE IN 4 TO 5-YEAR-OLD STUDENTS AT ACADEMIA NAVAL**  
**GUAYAQUIL, SCHOOL YEAR 2019-2020**  
**RATING SCALE**

<b>Alternatives</b>	<b>Very significant</b>	<b>Significant</b>	<b>Somehow significant</b>	<b>Not that significant</b>	<b>Not significant</b>
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments:

These activities are very useful to motivate little kids to work, acquire a new language and develop their sensory motor skills

<b>Name:</b>	Mélida Campoverde	 <b>Signature</b>
<b>Occupation:</b>	University Professor	
<b>Phone number</b>	0986103613	