

**EMERGENT WRITING THROUGH TRANSLANGUAGING AND PLAY-BASED  
STRATEGIES WITH KINDERGARTEN CHILDREN IN A PRIVATE SCHOOL**

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## Abstract

Scholars use the term emergent biliteracy as children's ability to think, write, read, speak and listen in two languages (Reyes, 2006, p. 269). In this regard, one of the abilities that are in the spot of research is emergent writing, which is defined by Byington and Kim (2017) as young children's first attempts at the writing process; however, several studies have been focused on emergent writing development in children's first language. Hence, the aim of this research project was to articulate and determine translanguaging and play-based and their impact on children's emergent writing development in English. Five lessons were implemented considering translanguaging and play-based strategies with 10 kindergarten children from a private school in Pereira. Results from the analysis provide evidence that the emergent writing aspects such as stages, features, constructive aspects, and domains, were affected by translanguaging goals and strategies and play-based abilities. Implications for understanding emergent writing development as means of lesson plans, categories of emergent writing, and theory are discussed.

*Keywords: Childhood, emergent biliteracy, emergent writing, translanguaging, play-based.*

## Resumen

Académicos en el área de educación bilingüe utilizan el término bialfabetización emergente para referirse a habilidades como pensar, escribir, leer, hablar y escuchar que poseen los niños en dos lenguas (Reyes, 2006, p. 269). En este sentido, una de las habilidades que es de interés en el campo investigativo es la escritura emergente, que es definida por Byington & Kim (2017) como los primeros intentos que realiza un niño durante su proceso de escritura; sin embargo, muchos estudios se han enfocado en el desarrollo de la escritura emergente en la lengua materna de los niños. Por lo tanto, el objetivo de este proyecto de investigación fue articular y determinar el impacto que el translingüismo y el juego tuvo con respecto al desarrollo de la escritura en inglés. Cinco clases fueron implementadas utilizando estrategias de translingüismo y juego con 10 niños de kinder de un colegio privado en Pereira. Los resultados del análisis de datos ofrecen evidencia de qué aspectos de la escritura emergente entre ellos etapas, características, aspectos constructivos y dominios fueron afectados por las estrategias y metas del translingüismo y por las habilidades del juego. Finalmente, se discuten las implicaciones para comprender el desarrollo de la escritura emergente por medio de las planeaciones de clase, las categorías de escritura y la revisión de la literatura de la escritura emergente.

*Palabras clave: infancia, bialfabetización emergente, escritura emergente, translingüismo, juego.*

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## Introduction

Colombian Minister of Education (MEN) has pursued the implementation of a bilingual program which is *El Programa Nacional de Bilingüismo (PNB)* that has been designed for achieving the goal of including English as a second language in public school's curriculums. On the other hand, for early childhood education the MEN provide certain documents such as *Guía No. 10*, and *Derechos Básicos de Aprendizaje* that are mainly focused on early childhood education; nonetheless, there is few guidelines and theoretical support for the articulation of bilingual education and early childhood education in terms of children's literacy development (Fandiño-Parra, Bermúdez-Jiménez, & Lugo-Vásquez, 2012).

In this regard, the term *Emergent Biliteracy* appears as a proposal stood by Reyes that was described as young children's ability to think, write, read, speak and listen in two languages, and how they use their cultural and linguistic background to "construct meaning" with their peers and people around them (Reyes, 2006). As a result, the concept emergent biliteracy is considered in this research project due to its population and context being focused on kindergarten children from a bilingual school who are in the process of developing emergent biliteracy. Nevertheless, emergent biliteracy, being a subject of matter that includes several skills, needs to be studied in its different categories.

One skill that belongs to emergent biliteracy is *Emergent Writing* which is defined as young children's first attempts at the writing process (Byington & Kim, 2017). The research findings from studies regarding this topic contributed to the field by providing an understanding of how children developed their writing abilities in one language; however, there are few studies

about bilingual children's writing development. We aim to contribute to the field by identifying children's emergent writing in a classroom in which two languages are used.

Due to the need of considering children's first language (L1) and second language (L2) in the classroom, the approach of *Translanguaging* was addressed for the simultaneous use of L1 and L2 in the kindergarten classroom. *Translanguaging* is defined by Garcia and Wei (2014) as the process in which teachers and students are involved in elaborated discursive tasks; through these conventions, all the languages used by all the students are implicated to foster new language practices and support previous ones.

In a similar manner, since this research pursued the characterization of learners emergent writing, the use of their linguistic repertoire and their holistic development, it was considered play as an intrinsic activity of early ages; some authors have called it play-based learning in the educational context. Danniels and Pyle (2018) stand that play-based learning is "*to learn while at play*", meaning that children can experience learning through plays as it is also mentioned by MEN (2009). Consequently, through this research project, we intend to articulate emergent writing, translanguaging, and play-based to characterized children's emergent writing development.

To sum up, this research project determine elements of emergent writing by including play-based and translanguaging strategies, that kindergarten teachers can implement to reach bilingualism in kindergarten to work towards the achievement of the bilingual standards proposed by the bilingual policies in Colombia. Most importantly, we encourage colleagues from the field of early childhood and bilingual education to expose learners to biliterate environments

since they might have better opportunities to become biliterate since they are able to alternate both languages.

## **Statement of the Problem**

### **Background of the problem**

Bilingual education in Colombia has witnessed many positive aspects these last years, such as creating and consolidating a national bilingual program focused on strategies for developing bilingual ecosystems, connecting cultures, targeting the B1 level, and inspiring educators and schools toward bilingual education. On the other hand, early childhood policies in Colombia have pursued children's equality by providing opportunities for health, care, and education for every child in Colombia. Both private and public schools that offer early childhood education in Colombia (from 1- to 6-year-old learners) follow early childhood policies; however, private bilingual schools in Colombia have the possibility to adopt, adapt or design curricula apart from the bilingual policies established by the government.

As the current research was guided in a private bilingual school, this paper prompts the documents regarding early childhood that kindergarten teachers from this school need to consider in their teaching practice, as well as the description of the international curriculum they covered. In this regard, the aim of this research is to articulate kindergarten education and bilingual education by converging documents such as Programa Nacional de Bilinguismo (PNB), "La Guía No. 22", "La Guía No. 10", Derechos Básicos de Aprendizaje (DBA), and Common Core English Curriculum (CCEC) for the development of emergent writing through the implementation of translanguaging and play-based strategies.

Since 1994, the Colombian Educational system has included the teaching of a foreign language in primary and secondary school by means of different government policies throughout



several presidential periods. In 2020, the MEN introduced the *Programa Nacional de Bilingüismo*; its main objective is to strengthen bilingual education since kindergarten and to embrace the holistic development of young children, children, and adolescents; it also fosters the use of social and cultural elements in the process of learning a foreign language, and, along with this, foreign languages are conceived as vehicles of communication and interaction providing opportunities and growth (MEN, 2020). This proposal changes the paradigm of English as a mere subject, and now provides a new perspective: English or any other foreign language as a mediator for communication and interaction in which teachers are expected to acknowledge methodologies and curriculum in bilingual education so that schools are fostered to boost their bilingual programs. Unfortunately, the PNB is primarily focused on elementary, middle, and high school policies, which lacks bilingual methodologies and strategies for kindergarten teachers. Even if there are some guidelines from the PNB that could be expanded to strengthen bilingual education to kindergarteners, there are many specific features that can not be adaptable to this specific population.

It is important to mention that the PNB, to achieve its goals, created a document named *Guía No. 22* for foreign language education (English). Its purpose is to address standards based on the levels stood by the Common European Framework, so learners might achieve communicative competencies in English (*Guía No. 22*, 2006. p6). The *Guía No. 22* is a public document offered to schools from the public sector that teachers use as a guide to establishing the communicative competencies that are expected to be developed by learners at the end of each school year. This booklet, in the description for each level, has a general standard and the level of language ability that the students might acquire at the end of the grade.

Notwithstanding, when “Guía No. 22” was published, its bilingual standards had a target population of primary and secondary students leaving behind kindergarten education. Therefore in 2009, the MEN published “Documento No. 10 – Desarrollo Infantil para la Primera Infancia”, a manual dedicated to early childhood (kindergarten included), which provides educators with conceptual and methodological information to support students' learning process. The “Guía No. 10” is made for Colombian children from 0 to 5 years old from different ethnicities, genres, and social strata. The manual is divided into age ranges and describes the child’s development and competencies - understanding development as the children’s improvement while growing, and competencies as the children’s capacity to do and know.

Nevertheless, unlike Guía No. 22 which has clear guidelines to teach a foreign language, Guía No. 10 is missing rigurocity in this matter. Indeed, the only reference made by Guía No. 10 in terms of bilingual education is about children’s capacity to differentiate texts that are written in the alphabetic symbol they are familiar with (Spanish alphabet) and texts written in different alphabetic symbols (like Japanese). Although Guía No. 10 is the document that frames and describes early childhood holistic development, little is mentioned about bilingual teaching procedures.

Another point to highlight, as this thesis project will address particularly emergent bilingual writing including play based as a strategy, is that the MEN (2009) does mention and develop writing guidelines for kindergarteners as well as the importance of collaborative games. But again, the absence of the bilingual aspect is still predominant as the idea of emergent writing is not developed through English; it is only conceived through Spanish instruction.

As this project poses a bilingual and theoretical gap in Colombian education especially affecting early childhood, it is considered relevant to approach this population based on their learning demands. In fact, *Derechos Básicos de Aprendizaje Transición* (2016) presents the parameters of kindergarten education in Colombia. This document provides a general description of the knowledge, abilities, and attitudes that children might develop during this period. It provides teachers with guiding activities to be included as part of the pedagogical instruction in these years since it supports the pedagogical practice and strength the holistic development of children (El Juego en la Educación Inicial, 2014). Additionally, the DBA for kindergarten states that children start using unconventional writing forms such as scribbles and drawings for expressing their interests and emotions and use familiar letters to write their own names. It is undeniable that this document facilitates and broadens teaching guidelines to improve kindergarten pedagogies, yet it is only suggested for kindergarten teachers that use Spanish as the language of instruction since the document seeks to develop knowledge in children's mother tongue. In addition to this, *Derechos Básicos de Aprendizaje Transición* per se is not a curriculum since the aim is to articulate the DBA with the curriculums, strategies, and methodologies established by each school.

It is also worthy to mention another document called "*Derechos Básicos de Aprendizaje de Inglés: Transición y Primaria*" (MEN, 2016) for kindergarten and primary school. To the interest of this thesis project, the document presents a brief description of four abilities that kindergarten learners might acquire in English, which are: 1. Reconoce instrucciones sencillas, 2. Asocia imágenes con sonidos de palabras, 3. Identifica, repite y utiliza palabras relacionadas con su entorno inmediato, 4. Comprende y responde palabras muy sencillas sobre sus datos personales. What this document lacks to provide abilities for other skills apart from oral

communicative competences, for none of these guidelines are related to writing skills.

Furthermore, the DBA for English provides a suggested curriculum “Mallas Curriculares para Transición y Primaria”, but, since it is suggested, the schools decide whether to implement it or not.

Besides the Colombian public documents for bilingual education previously mentioned, there is another point to be addressed concerning the difference between bilingual education in private and public schools referring to the number of lessons, teachers’ training in bilingual education, and school’s modality as bilingual or English as a foreign language (Salgado and Beltrán, 2010). After conducting a research study with 24 kindergarten learners from a private school in Bogotá, the authors pointed out that this group of learners could benefit from two years of background knowledge in their second language (L2), the use of L2 as a tool to learn routines, math and during activities, such as puppet shows, read-aloud, music, and games. This research found that the anticipated use of the L2 in the curriculum and integration of English with other subject areas had a positive impact on children since it allows teachers to plan objectives, lessons, methodology, and assessment tools that suit this specific population. Unfortunately, the public sector does not have these advantages since there is not an official early childhood bilingual methodology established by the MEN (González et. Al, 2018).

Nevertheless, the public sector is not the only one to face bilingual challenges. The fact that private schools in Colombia have the independence to design or adopt curriculums suiting their bilingual philosophy can be a hindrance. In this regard, the private school of this current thesis project uses the Common Core English Language and Arts for kindergarten learners, whose purpose is to strengthen learners’ literacy abilities. The standards from this curriculum

provide a description of the knowledge and abilities that learners should acquire at each grade and are divided by the reading, writing, speaking, and listening skills. Although the Common Core English Language and Arts for kindergarten provides modules and units as sources that are made to achieve English standards, these documents are designed for schools in which English is the unique language of instruction. This means that the Common Core English Language and Arts for kindergarten ignores the fact that Spanish abilities should also be developed; as a result, L1 and L2 are seen as completely separate subjects in which Spanish teachers develop their syllabus considering the Colombian standards for kindergarten, and the English teachers design their syllabus considering the Common Core Standards; in this way, children learn Spanish and English content in two different and disconnected settings.

In brief, both the Colombian government and the school where this thesis is carried out do provide teachers with guidelines for kindergarten bilingual education. Nonetheless, the fragility that is common to the early childhood policies and the current bilingual program that has been created and developed so far in Colombia is the articulation of bilingualism and early childhood. The already created regulations on this subject do not provide enough methodologies to teach a foreign language to this target population. It is pertinent to draw attention to the fact that the official standards for bilingual education and early childhood do not provide teachers with academic and theoretical support to teach kindergarten students. In addition to this, each document points to separate objectives without integrating emergent writing, the use of L1 and L2, and the play. In this sense, there is a scarcity of documents related to bilingual emergent writing in kindergarten resulting in an urgent need for the application of strategies and methodologies that will characterize emergent writing from an early age by using L1 and L2 in a

dependent connection (Parrado, 2014). In fact, the aim of this research is to integrate emergent writing to play-based and translanguaging.

### **Statement of the problem**

Nowadays, researchers from the field of bilingual education have been developing studies about bilingualism in early childhood; nonetheless, few studies have taken into consideration the integration of the writing skill, the use of Spanish and English, and the play. As a result, kindergarten teachers and schools need theoretical knowledge that can support the development of bilingual strategies for kindergarten years as the documents provided by the MEN are mainly focused on the development of skills in Spanish. For this reason, this project pretends to connect kindergarten education with the development of emergent writing, the interdependence between Spanish and English, and play-based strategies with kindergarten learners.

### **Research question**

Which are the elements of English emergent writing through the implementation of translanguaging and play-based strategies in kindergarten learners?

### **Justification**

This research project intends to provide certain strategies and methodologies that kindergarten teachers can implement to reach bilingualism in early childhood to work towards the achievement of the bilingual standards proposed by the bilingual policies in Colombia. Based on the current *Programa Nacional de Bilingüismo*, the aim of public schools is to improve students' communicative competencies in English, and specifically for primary education, to

achieve an A1 level in third grade. In this regard, we pursue to contribute with our research to the development of emergent writing to enrich children's writing skills in English by using play-based and translanguaging strategies.

Both state and private schools are exposing their students to a second language; public schools teach English with an average of two lessons of 45 minutes twice a week (Ayala, 2012), whereas Fonseca and Truscott (2009) affirm that private bilingual schools in Colombia have an average of more than 50 % of instruction in the foreign language. As was mentioned in the background of the problem, the PNB targets to promote teaching a foreign language from early years to assure the improvement of English level in adolescence.

On the one hand, it can be inferred that more bilingual theoretical support and specific guidelines urge to be provided to kindergarten teachers, and, on the other hand, a connection between L1 and L2 needs to be provoked. Parrado (2014) found that working collaboratively with L1 teachers allows her to find elements in which both language learning processes converged to support the emergent biliteracy development of kindergarten students. Additionally, Garcia et al. (2017) stand that learning to read and write in a second language can be achieved simultaneously or sequentially, so the simultaneous acquisition of biliteracy tends to successfully occur. This means that developing programs or curriculums in which both languages are integrated will provide significant results to the learners' biliteracy development.

Moreover, Garcia et. al (2017) mentioned that there are elements from one language that could be transferred to the other language: for example, fine motor skills, letter knowledge, or phonemic awareness. In this sense, translanguaging could be used as a strategy to permit the thoughtful use of L1 and L2 in the classroom to allow learners to make use of their entire

linguistic repertoire in the language classroom. As this project poses a bilingual and theoretical gap in Colombian education especially affecting kindergarten, it is considered to approach this population based on their learning demands.

Additionally, it is relevant to notice that the kindergarten population requires the inclusion of strategies that develop social and communication skills, as well as suitable learning environments that low the students' affective filter and increase motivation; in this regard, if “the starting point for education should always be based on the child’s curiosities and feelings” (Adams, 2018, p. 18), playing should be a key element in any type of purposeful activities in the classroom, including biliteracy lessons. Kasonde (2013) found that although there are games that do not have explicit writing performance, games including manipulation of objects with hands develop the learner's fine motor skills and coordination.

Furthermore, emergent writing in a play-based context may enhance the first and second language acquisition process of children by understanding and supporting those learners who have had two linguistic repertoires since their early years. Children from 0 to 5 years old who do not have ‘conventional’ reading and writing abilities can strengthen their skills in both languages and develop cognitive flexibility (Midgette & Philippakos, 2016).

In view of the three main gaps previously mentioned: 1. the necessity of bilingual theories for early childhood; 2. the necessity of correlation between L1 and L2; and 3. the necessity of meaningful play-based classes, the focus of this paper is to develop an interpretative study with kindergarten children from a bilingual school, whose goal is to determine emergent writing elements by considering the following aspects: early childhood, emergent writing, play-based learning, and translanguaging. In brief, aspects such as emergent writing since



kindergarten, the interdependence of L1 and L2, and the use of play-based are what validate our research.

## **Objectives**

### **General objective**

To determine the elements of English emergent writing through translanguaging and play-based strategies in kindergarten learners in a private school in Pereira.

### **Specific objectives**

1. To identify the stages, features, domains and constructive aspects of English emergent writing in the classroom.
2. To identify the pedagogical goals and strategies of translanguaging that support the development of English emergent writing in the classroom.
3. To identify the type of play, cognitive abilities, functional abilities, and linguistic abilities of play-based that support the development of English emergent writing in the classroom.

## Theoretical Framework

### Literature Review

The following section reviews the literature on emergent writing development, translanguaging, and play-based in second language education. Through the following studies, it is intended to report the objectives, the participants, the methodology, the results, and the conclusions from other research, that shared either one of the three categories that are a matter of interest for the current study, which are emergent writing, translanguaging, and play-based.

#### *Emergent writing*

Discussions regarding emergent writing have appealed to explore it and how it is developed. In the following section, some studies will be presented for discussing the methodologies used and the results gathered about children's emergent writing development.

In the Colombian context, Parrado (2014) carried out a research project at the beginning of the school year, with 10 kindergartens (transición) children, from two different groups, with five children in each classroom. This project was applied in a male school in Bogotá, Colombia. The aim was to develop the curriculum guidelines for the development of reading and writing skills in L2 considering the same parameters in L1. In this regard, the Spanish and English teachers were asked to participate in the research project, and the articulation of those areas provided the guidelines and strategies that enhanced the students' reading and writing skills.

The researcher conducted a case study and for collecting the data, she observed the reading and writing strategies used by teachers and students in the English and Spanish classes.

Then, she registered what was observed in a format and included it in a journal with a description of the phenomena and learners' achievements. Finally, the researcher compared the data (diagnostic test, interviews, observations) to decode the information and create the categories, which articulate the most suitable strategies for teaching emergent reading and writing in L1 and L2. Regarding the results, two relevant categories were found: 1. Principles of reading and writing in Spanish in kindergarten children, which included decoding- representation, initial reading – traces and imitation, and comprehensive reading- creation. 2. Articulation of reading and writing strategies in L1 and L2 to biliteracy strengthening, between them are level of comprehension, decoding – representation, and comprehensive reading- guided writing.

The conclusions obtained in the previous research included the importance of phonemic awareness in L1 and L2 since, for children, it was easier to understand the connection between letter sounds and letters. Additionally, the author highlighted the importance of integrating the dimensions of development established in the curriculum of early childhood education as academic abilities might support the holistic development of children. As a result, the research project allowed the teachers to define three stages for every lesson: introduction, group activity, and individual activity. The previous stages provided opportunities for children to actively participate in games and activities while enhancing their social abilities. To conclude, the researcher stood that this population required the teacher's guidance, well-structured activities, and examples, for spontaneous writing seemed to be difficult for them in both languages.

Likewise, Midgett and Philippakos (2016), conducted a case study of a Russian-English bilingual girl who attended a full-time kindergarten school in the United States. The school did

not participate in the Common Core State Standards initiative at this time. The class consisted of 26 children, 3 of them linguistically diverse, including the participating student.

The child belonged to a family in which her monolingual father spoke to her in English, and her English-Russian speaker mother communicated with her in Russian. For this reason, the girl was orally proficient in both languages. As she attended a preschool program for 2 years in Russia, she was taught letter-sound relation, letter-sound formation, the spelling of monosyllabic words, and some multisyllabic words of the Russian language. In this regard, the researchers attempted to answer how the literacy language abilities of one language supported orthographic knowledge and writing development in the other language. For this study, the researchers used the student's responses to in-class writing tasks as the main data for the analysis. These writing samples were collected by the teacher in a course of seven months and sent home for parents' review. And, for the analysis, they used the stages of spelling development. For the Russian language, they used the stages proposed by Gentry (1982) which were: communicative, semi-phonetic, phonemic, transitional, and correct.

On the other hand, they considered the stages suggested by Bear et al. (2012) for English spelling, which were emergent writing, letter-name alphabet, within-word patterns, syllables and affixes, and derivational relationships. In this matter, it was found that the child transferred to English and used some letters from the Russian alphabet in her written text. When she was asked to write the English alphabet, the girl would say her ABCs in English, in that sense she utilized her phonemic knowledge of the English alphabet to represent letter sounds with Cyrillic letters used in the Russian alphabet. Moreover, it was observed that she used her Russian knowledge to approach English orthography. The student followed directionality rules moving from top to

bottom and from left to right and her words were properly spaced in two documents. However, the learner's orthographic and composition skills in the two languages did not follow a linear progression. The analysis of the girl's spelling development and compositional growth showed that biliteracy had positive effect on the student's acquisition of English orthography and fostered a well-balanced development of composition skills in both languages, English and Russian. In summary, knowledge about literacy L1 boosts literacy development in L2.

Along those lines, Snow et al., (2015) developed the research called Latino English Language Learners' Writing During Literacy-enriched block play. The aim of this study was to examine the writing behaviors of three Spanish-speaking children from low-income homes during literacy-enriched block play. This study was developed at a public Elementary School, in a large town in the southeastern United States. Six students (two girls and four boys) were selected to be the focus participants in a kindergarten classroom, since they tend to spend much time in the block center. These children ranged 5-6 years old. Three participants were Spanish-speaking children of Mexican relatives, and they were selected as a focused sample.

For this project, some elements were necessary to be prepared for the literacy enrichment process and observations in the block center, indeed the authors collected information on the participants' alphabet knowledge, understanding of print concepts, familiarity with high-frequency words, and word writing abilities from the kindergarten teacher at beginning-of-the-year literacy assessments. The authors spent five hour-long free play periods observing the students playing in the block center to determine which children typically engaged in block play and to discover any literacy behaviors they showed. The children were exposed to what type of

games they liked, and they included: vehicles, buildings, and animals. Also, picture books in both languages; English and Spanish.

Once the researchers introduced literacy materials, they observed children playing in the block center, during their free play periods, every day for six weeks. This was an exploratory pilot study, and as data sources the authors used: field notes, observations, photographs, children's writing products, and recordings of their actions and conversations. The data were analyzed using both descriptive and quantitative methods. The categories of writing identified were drawing, scribbles, symbols, letters, and words; the strategies the participants utilized when writing were recalling words from memory, copying, taking dictation, and phonetic spelling. Finally, in the samples presented by the authors in the data analysis, it is observed how children text includes conventional writing and includes drawing as a complement of their written productions. In summary, the results of this study showed that three English Language Learners (ELLs) students replied differently to the literacy enrichment.

As last insights, the authors mentioned that educators must comprehend that literacy-enriched play has the potential to benefit ELL and monolingual English-speaking (MES) children alike, besides this type of play environment, can allow them to practice and experiment with writing. Moreover, they stood that the teachers should not automatically assume that ELL students from similar linguistic, cultural, and socioeconomic backgrounds will respond to literacy-enriched play in similar ways. To sum up, the researchers, mentioned that future research on this topic should include greater sample sizes to determine the effectiveness of literacy enriched block play for more ELL children.

### *Translanguaging*

Prior research featured translanguaging as a pedagogical alternative for the use of students' mother tongue in a foreign language classroom; as a result, this section drew upon how translanguaging supports learners' emergent bilingualism. In Colombia, Arias (2017), conducted a study in two public schools in Pereira, Colombia in which 6 certified preschool and primary teachers who were trained in English for teaching content area subjects. The two schools were part of the "CHANGE Project" which aim was to establish a bilingual project in the two schools.

The methodology of this research had a descriptive-interpretative perspective, developing a descriptive case study. Likewise, the aim of this project was to achieve a dynamic bilingual model through the integration of three components which were translanguaging, content, and language. Throughout the implementation of this project, there were two phases identified. The first one was a training process for 10 months, six hours per week, this consisted in establishing a linguistic basis in English to acquire the methodology of "Aprendizaje Integrado de Contenido y Lengua Extranjera" (AICLE), and translanguaging. Finally, the teachers designed and implement class sessions based on the model integrating English, content. and translanguaging. All of them were supported by the sponsors of the project CHANGE.

The data collection methods used were teachers' diaries, stimulated recalls, lesson plans, weekly planners, students' artifacts, and teachers' materials. These data sources, allowing to compile the attitudes, beliefs, and teachers' perceptions, about the participants' class practices. The first finding referred to translanguaging as a bilingual pedagogy. Here the use of English and Spanish was systematic and strategic, L1 has an important role in the development of L2, where

the student can use what he has learned before. The second one, shaped the opportunities and limitations of the bilingual model from the integration of language and content. The participants showed a positive response to the methodology AICLE, likewise, they mentioned that the methodology was very useful and that they could find a different perspective from teaching including linguistic and content objectives. Finally, this project considered the possibilities to integrate language and content, in this case, there was a better level of competence in the second language.

In summary, the findings deduced that the anticipated use of the first language supports students' acquisition of new knowledge since it can be used to provide information about a topic, and learners can use their linguistic repertoires to have access to their previous knowledge. Additionally, it was mentioned that the anticipated use of L1 promoted a purposeful use of it, and teachers could achieve it by including its use in their lesson plans. Most importantly, it was found that L1 had a purpose in the lessons as a pedagogical strategy that educators might use to check comprehension or provide further information.

Likewise, in Colombia, another research regarding a bilingual English-Spanish methodology was developed by González et. Al, (2018). This qualitative research carried out a case study whose aim was to develop the implementation of a sequential bilingual methodology in an early childhood development center ECDC (Centro de Desarrollo Infantil - CDI), in the city of Pereira. A descriptive case study was developed and used surveys, interviews, observations, audio recordings, and field notes as data collection methods. Moreover, early childhood teachers, English teachers, parents, and researchers were participants, besides their expectations and perspectives were considered.



This research was carried out in Pereira, a city that belongs to the department of Risaralda, Colombia. In the region of Risaralda, there are 93 public ECDC, supervised by the Instituto Colombiano de Bienestar Familiar (ICBF), which is a public institution in charge of providing health, nutrition, early education, and wellness to Colombian children. Especially the ones that belong to low socioeconomic backgrounds. In this sense, this proposal had the aim to contribute to three- to five-year-old children to start learning English and Spanish with the same opportunities as middle to high-class children. The participants were three bilingual educators, one female and two males in two pre-K (30 boys and 33 girls), and three kindergarten groups (52 boys, 47 girls) of ECDC. The process took four and a half months and endured two hours per week per group of implementations. The topics planned by the educators were the ones that children already knew in Spanish and took into consideration Documento No. 10- Guía de Desarrollo Infantil para la Primera Infancia, which is a document provided by the Colombian Ministry of Education.

In addition, in the data analysis process, the most predominant methodological techniques used when teaching English at public ECDCs (CDIs) were examined. These techniques were storytelling, and story reading, flashcards, games, and songs. Consequently, after all the information was collected through the previous techniques, the researchers made the analysis of the information by transcribing, precoding, coding, consolidating perceptions, interpreting data, and writing results. The methodological techniques were interpreted in terms of their effectiveness in the classroom sessions.

Regarding the findings and conclusions, the authors highlighted certain aspects: the role of the bilingual educator was relevant to guaranteeing children's attentiveness. The storytelling

that included audio-visual material, kept students motivated and facilitated the language acquisition process, and prosody increased students' motivation. The use of a translingual pedagogy as a strategy that implements both languages (English and Spanish) gave the possibility to integrate them with a specific use, where L1 could be a bridge for the acquisition of L2. Educator translanguaged to elicit high order thinking questions.

Additionally, González et. Al, (2018), mentioned that during the early years “translingual pedagogy encourages bilingual education exposure in a natural and meaningful way”. Henceforth, the researchers mentioned that is necessary to continue implementing and researching with this population and working towards the improvement of the quality of early childhood bilingual education, at the time contributing to the actual Colombian bilingual policy that includes early childhood.

Similarly, in the Southwestern and the Southeastern United States, Zapata and Laman (2016) conducted a cross-case analysis in which they used their collective data gathered from three classrooms under the lens of writing's trans-lingual approaches. This study was conducted in a 2nd- Grade General Education Classroom with Students Identified as English Second Language Learners (ESL). A 3rd- Grade, Predominantly Latino, School-Designated ESL Classroom. And a 4th- Grade, Ethnically and Linguistically Diverse School- Designated ESL Classroom.

In each of the classroom presentations, a trans-lingual context was intentionally created where children and participants collaboratively engaged in new language practices to create meaning. This included family members' invitations, to the 2<sup>nd</sup> grade classroom. To read or share the linguistic history of immigrants for the third graders. And, for the fourth-grade classroom, to

share diverse literature and grew a literary lexicon around culturally and linguistically diverse picture books. This was done with the intention of analyzing how teachers supported students' fluid language use in their classrooms and cultivated trans-lingual approaches to writing.

This data was coded, and, as a result, three categories emerged: 1. teachers value classroom communities as linguistic resources and models for translanguaging practices; 2. teachers serve as linguistic resources and models for translanguaging writing, and 3. teachers share linguistically diverse literature as models of translingual approaches to writing. This research illustrated a democratic use of languages and the possibility of negotiating students' bilingualism and biliteracy. Furthermore, it stood that those teachers face the challenge of teaching their learners a standard language; nevertheless, teachers cannot take for granted that learners use their linguistic tools in their written task, and the translanguaging approach can support students' biliteracy growth. Moreover, the authors claimed that translingual writing not only benefits bilingual learners, but it also supports those learners who are part of dominant English programs, for it challenges the monolingual perspective and strengthens their biliteracy development. The authors conclude that this orientation, create contexts that leverage and teach emergent bilinguals' linguistic repertoires and challenge "monolingual" values.

The article conducted by Gillanders (2018) in the United States surveyed the interpretation of writing from bilingual learners whose aim was to enhance writing in L1 and L2. The aim of this article was to describe the development of writing in young Dual Language Learners (DLLs) and provide strategies that can be incorporated into early childhood classrooms to promote this development. This article mentioned that a DLL is a child under 5 years old who is learning the dominant language and another language at the same time. This paper also shows

samples of different forms of young DLL writing and ways to deduce them. It also describes strategies for teachers to observe dual-language learners' writing development and create meaningful writing opportunities in the classroom.

What was meaningful from this article is that the author compiled several researchers' studies about children's writing in different languages around the world. The author provided two charts of young children's levels of conceptualization of writing; the first chart referred to Spanish writing levels of monolingual Argentinian children, and the second chart showed the English writing levels based on the theories from scholars within studies developed with English-speaking children in the United States. By comparing those charts, similarities were found at the initial stages regarding the relationship between drawing and writing as the former is used to represent a word. In the second level, children would use strings of random letters, and the length of the word is not related to what they heard. The third level was related to the relationship between the number of letters and syllables used in Spanish and English. The author stated that those bilingual children use their entire linguistic repertoire to convey meaning in their written tasks and points out the importance of scaffolding writing by engaging learners with authentic writing tasks; one significant strategy is through playing since games can promote the use of writing while scaffolding the use of languages from a sociocultural view.

As last insight, this author mentioned that DLLs have the advantages to be exposed to two or more languages. In consequence, as they have several opportunities to practice and discover in significant situations, they start to develop consciousness of the specific features of the written system in each language. Moreover, the author claimed that these understandings will

be more relevant if DLL live experiences in the classroom that follow the social purposes of writing (Gillanders, 2018).

### *Play-based*

Prior research outlines play as a subject of matter in children's development; nonetheless, the following lines illustrate play from the educational scope. In Colombia, Palacios (2016) carried out a thesis that explored how to establish a relation between playing and learning by the interpretation of children's perception of the world and social context. Among this, the researcher featured to change the paradigm that some adults have regarding playing as an activity that is performed for leisure. Instead, the study conveyed play as an innate component that is used by children for learning and socializing.

The implementation of this project was developed in a public school in Bogotá, Colombia. The researcher carried out a case study with pre-k children, (boys and girls) whose ages ranged from 3 to 4 years old, 25 children in total, in 10 different specialized classrooms, such as restaurant, supermarket, theater, gymnastics, library, ludic room, Mass Media room, dance class, computer classroom, and art room. Each classroom planned to develop early childhood dimensions with the aim to develop different abilities and reinforce them. The research method was qualitative, with an approach hermeneutic-interpretative. And for collecting the data, classroom observations, journals, and video recordings were used. The previous data collection methods allowed the researcher to record what was observed from the learners during their classes; the classrooms were organized with concrete material, allowing children the manipulation of it.

Then, the information was organized into categories and subcategories. In the last stage, the categories that had the highest percentage were selected as the final categories. The data evidenced that several relationships between learning and playing emerge; however, in this paper, we will present the ones that are more relevant for the current study. The first relationship found between playing and learning was imagination; children can share their thoughts and feelings while feeling safe doing it. Then, fine and gross motor skills were potentialized by playing since children might develop both their physical distress while playing and their manipulative strength when writing. Another element was attention, described as the play elongating children's attention span due to their curiosity and interest increase. Curiosity was another feature discussed in the results. It stood that the play encourages learners to explore the world so that they can naturally learn what is around them. Next, is the relationship between language and play in which students have a concrete understanding of the tools and objects used during the play.

There was also the ability of children to follow instructions when exposed to certain rules and steps to be followed to achieve a game goal. Lastly, previous knowledge was understood as the instrument that children have for sharing what they know in the game, and this was an opportunity to teach new concepts and complement their previous knowledge. As a final construct, this author considered play as a valuable tool to mediate communicative processes in a clear and assertive way and to enable learning in children. Indeed, she considered we need to transform our perspective in recognition of play as a fundamental element in knowledge construction and as the basis of a new education (Palacios, 2016, 117).

Likewise, Adams (2018) conducted an action research called *The Impact of Structured Play on Early Literacy Skills in A Kindergarten Classroom*. This was conducted in South Carolina in the United States. The data was collected over a four-week period. This research was focused on the design and implementation of a structured play unit, whose goal was to apply the activities from this unit to kindergarten children and observed how the unit impacts learners' literacy skills such as rhyming and phonological awareness. Regarding the participants, only one group of twenty kindergarten students was known as the experimental group. A pre-test was given prior to the treatment of this selected group. The treatment was implemented, and afterward, the selected group was given a post-test to assess the effectiveness of the treatment on the selected group. There was no control group in this type of design.

The methodology of this study was to implement a pre-test and post-test in which learners were asked to distinguish picture rhyming words. After the pre-test, the researcher implemented the structure play unit by using picture rhyming games with nine students for four weeks. Then, she implemented the post-test and compared the results to gather information about the effectiveness of the unit. Something remarkable mentioned by the author in her study was that the students who were taught under the Common Core State Standard had to reach 90 standards in kindergarten; nonetheless, any early childhood professional participated in the development and revision of those standards. In this regard, she aimed to look for teaching and learning methods that were accurate for kindergarten learners. The researcher found that the implementation of pictured rhyming games improved their rhyming skill. Moreover, students were asked to complete a survey to collect information about how they felt playing with their peers, the teacher, and playing rhyming games, and most of the results from the survey were positive. Lastly, five themes emerged from the teacher's journal regarding grouping activities,

students' personalities, resolution, confidence, and engagement. In brief, Adams (2018) claimed the importance of utilizing games during the learning process since, through play, students were learning, discovering, and participating.

In the same way, in the city of Kitwe, In Zambia, Kasonde (2013) carried out a dissertation research, which stood that play enhanced children's physical and sensory skills while they strengthened their cognitive abilities. Accordingly, the study sought to characterize the reading and writing skills found in children's games. The participants in this research included 30 children (16 girls and 14 boys) and 25 parents because there was a set of twins and four sets of siblings. The children were aged between one and six years old. This study had a qualitative design developing a case study, in children's natural setting, and the research used an ethnographic strategy by collecting primary observational and interview data. The data collection methods used in this study were parents' interviews, in which they were asked to identify skills observed in children's play. In addition, classroom observations were used as data to distinguish literacy skills in 20 games played by children. Children were observed over a period of four weeks, and some of the games used were: Iciyenga, Wider, Pada / Eagle, Start, Football, Pamutwe na Panshi (On the head and down), Pretend /Role Play, Ukubuta/ 'Mock Cooking', Singing and Dancing, Story-Telling, molding with clay, among others. It is important to clarify that many of these games are traditional to *Zambian culture*.

Certainly, this study has shown that preschoolers in the targeted compounds engaged in a lot of games and forms of play that can be characterized in several ways. However, from this study, we focused on the results regarding emergent writing skills. In this matter, four questions were taken into consideration: (1) Does the game include children manipulating certain objects



with their fingers? (2) Does it include assembling or disassembling objects? (3) What writing objects were available? and (4) Does the game include drawing, scribbling, or writing? Indeed, the findings demonstrated that 50% of the games involved manipulating objects; even though games did not involve writing, they allowed learners to warm up for writing. In this study, only four games were appropriate for exposing children to writing objects and writing activities.

In concern to the results, emergent literacy components were used as subheadings for the findings, and they are language, conventions of print (print awareness), emergent reading, grapheme knowledge, phonological awareness, phoneme-grapheme correspondence, emergent reading, and print motivation. Notwithstanding, in the conclusions, the author highlighted the importance of further research regarding other types of games according to the region. Just as important, she pointed out that teachers need to document themselves regarding emergent literacy theories to connect to students' background knowledge. Although not all children's activities were accurate for the development of emergent literacy skills, it is pertinent to note that more research is required regarding emergent literacy development and how to be associated with children's experiences.

To review, the preceding paragraphs provided information about studies done with respect to emergent writing, translanguaging and play-based, which provided theoretical support for the design of the methodology for the current research that will be presented in the next chapter.

## **Theoretical Framework**

The theoretical framework supplies the theories and concepts of emergent writing, translanguaging and play-based presented as pedagogical elements supporting the cognitive development of a child in a biliteracy environment.

### ***Early Childhood***

Feiler & Tomonari (2003) argued that early childhood ranges from birth to eight, in which physical, linguistic, socioemotional and cognitive changes occur. Physical changes such as weight, height, and eye coordination happened at the age of three by performing tasks such as using a spoon or catching a ball. At the age of five, fine and gross motor skills are developed like grabbing pencils, colors, or balancing on one foot; children also use their senses to explore the world. Furthermore, it is important to mention that, in Colombia, children from five to six years old were labeled in the educational system as kindergarten learners (Presidencia de la República de Colombia. Decreto 2247, 1997).

Regarding language development, at the age of three, children increased their vocabulary repertoire, and at the age of five, they would produce about 1,500 words and sentences, which allowed them to increase their cognitive development. Moreover, at this stage, language is seen as a tool of problem-solving and communication with peers and adults. In relation to socioemotional development children, at the age of five, can have a sense of the things that should be considered as appropriate or inappropriate, gender identification, and social

relationships. At this stage, notions of fairness or sharing are determined by a child's interests and with the idea of all or nothing.

Along with this, Fernandez (2014) points out that in this stage happened the emergence of self-awareness, confronting the kindergarten child to move from dependency of infancy to a gradual sense of autonomy. Therefore, peers, parents, and caretakers were involved in these processes to develop their social abilities. Besides, when children established relationships with their peers, they acquired self-efficacy and self-concept, which were processes necessary for children to learn how to control their behaviors and emotions. Additionally, Dzhorova (2020) stated that, from 3 to 7 years old, pre-school children were in the crucial stage to develop social, emotional, physical, and intellectual growth; this author considered the fact of being active as the main characteristic of the pre-school child. Furthermore, in educational contexts, all the instances need to prevail and emphasize their activity, initiative, and independence. Dzhorova (2020) claimed that at preschool age, children's activity was performed through imitation. Then, their actions were based on adults' instructions, and their independent actions were accompanied by questions that empower their individuality to perform their own actions.

Similarly, through play, children build bridges between ideas, connect feelings, facts, and gain new understandings about how the world works through continual and reciprocal interactions with others. Preschool children rely on personal experiences for dramatic play and may cooperate and share space with other children. At the age of four or five years old, children started to develop more complex and interconnected play scenarios and differentiate complementary roles (Play Today: A Guide for Families, 2020). Having said the definition of

early childhood and the characteristics of preschool children, the following paragraph will provide the conception of children as social actors.

### *Children as social actors*

The conception of children has been taught from different perspectives; in this regard, Osorio (2020) determined the postmodern infancy's conception, which primed the new forms of being a child and recognized childhood far away from chronological aspects. In this line, aspects such as games, school and family were part of the development of children's abilities. Understanding childhood as a social premise, children's voices were the basis to define childhood itself. Casas (1998) also considered that children build their definition of childhood through the dynamic and social interactions they experienced in their daily life activities. Childhood has been a matter of study from different fields, which positions children as 'subjects of study and concern' in new interdisciplinary fields giving relevance to three main aspects which are wellness, education, and growth (Woodhead, 2009).

Current studies suggest that children had a special role in society; their aim was to recognize their rights, their position, and their holistic development. According to Gaitan (2006, p. 11) "children are social actors, and childhood is part of a social structure"; this is a contemporary perspective of infancy claiming that the community must recognize the role of children and their place in society. Education, society and politics aim to prepare children to be part of the world by considering their perceptions and experiences Gaitan (2006); society, in fact, is expected to work towards children's well-being and recognize them as part of our community by taking into account the way they see the world.

Having mentioned the conception of children as social actors, the following paragraphs will provide theoretical knowledge regarding children's initial literacy skills in two linguistic codes and its development.

### ***Emergent biliteracy***

Emergent biliteracy had its roots in emergent literacy conceived as the earliest signs of interest and abilities related to reading and writing (Halle, Calkins, Pitzer, & Martinez-Beck, 2003). Beyond that conception, young children who needed to develop literacy skills in two languages and start the process of schooling were a matter of study. These authors affirmed that young children benefit when exposed to meaningful literacy experiences in two languages since the first day of school. In addition, López & Sosa (2011) declared that one of the main objectives of biliteracy programs were fostering young learners to participate in multiple literacy experiences in two languages and stimulating them to read and write in two languages.

Additionally, in literacy learning development, teachers' role is significant, for they encouraged students to make connections with what they knew and what they were learning, offering challenging and meaningful experiences. According to the last authors, effective literacy programs must incorporate instructional procedures while helping students to develop, activate and relate their experiences to what they read and write (López & Sosa, 2011). In other words, teachers must engage children in instructional practices that value linguistic diversity. Indeed, literacy learning involves all elements of the communication process: reading, writing, speaking, listening, viewing, and thinking (López & Sosa, 2011).

López & Sosa (2011) present certain principles of effective biliteracy instruction: 1. a balanced literacy approach by participating in interactive reading and writing activities, working with different genres and reading aloud experiences; 2. the development of literacy from real situations that mark it as a social, functional, meaningful and authentic phenomenon; 3. an activation to children's prior knowledge of the language, engaging what they already know and what they are about to learn; 4. the inclusion of meaningful texts that children themselves find meaningful; and 5. the construction of meaning and comprehension by interacting with texts. At this level children's own productions show the individual process every child does at constructing meaning.

Moreover, Reyes (2006) incorporates a meaning to the word '*emergent*' as children have not yet developed conventional writing and reading competencies. Also, she argues that emergent biliteracy is "an ongoing and dynamic process" in which the young children develop abilities to think, write, read, speak, and listen in two languages, and they use their cultural and linguistic background to "construct meaning" with their peers and people around them (Reyes, 2006, p. 269). The following paragraphs will develop the concept of emergent writing development which is one of the skills of emergent biliteracy.

### ***Emergent writing development***

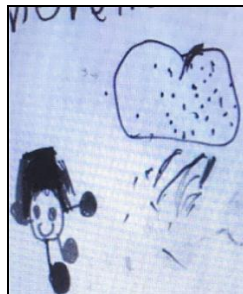
*Emergent Writing* which is defined as young children's first attempts at the writing process (Byington & Kim, 2017). Research on emergent writing development, the writing stages, the features and domains of emergent writing, and the writing constructive aspects will be presented to understand how children conceive the writing process. Reyes (2006), regarding

emergent biliteracy development, claims that young learners develop their own concepts and hypothesis language and literacy abilities. This knowledge is built on children's social interaction with family and people from their community, the observation of iconic symbols, and the different domains where they interact. Most importantly, children who are exposed to biliterate environments have better opportunities to become biliterate since they are able to alternate both languages.

Reyes (2006) follows the writing stages developed by Ferreiro and Teberosky (2006) and her colleagues. In the first level, children made the distinction between drawing and writing, meaning that children distinguish that drawing is an iconic representation, and writing is represented through graphic symbols. In the second level, the child develops a qualitative and quantitative knowledge of the written system, which means that words are composed of a certain number of letters, and each letter has a different written representation. For instance, children consider big things to be written with big words and small things with small words.

### **Figure 1**

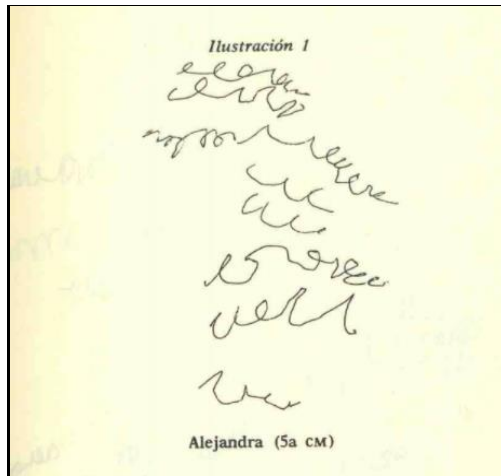
*First level of emergent writing*



*Note:* Retrieved from Reyes (2006).

## Figure 2

### *Second level of emergent writing*



*Note:* Retrieved from Ferreiro & Teberosky (1999).

For the third level, children go through three principles to achieve the alphabetic principle. A child first goes through the syllabic principle in which he or she recognizes the written system (letters) as a representation of written communication. Then, children move to the syllabic-alphabetic principle, in which they understand that the written symbol has a sound. It is important to make the distinction between English and Spanish as children whose dominant language is Spanish might write more vowels than consonants; for example, *mariposa* (butterfly) as AIOSA, whereas children whose dominant language is English might write more consonants than vowels, such as *vacation* written VKN.

Supporting Ferreiro and colleagues' ideas, Reyes (2006) states that children need to achieve a comprehension of the alphabetic principle for reading and writing skills, especially for those languages like English and Spanish in which each sound is represented through a letter.



Additionally, she claims that when children comprehend that print language is a representation of oral language, they might develop their metalinguistic awareness and understand the aspects of writing language.

Concerning the term *metalinguistic awareness*, Ramos (2018) defines it as the capacity of understanding how the language can be used to fulfill the purpose of communication. When children are able to identify the sounds of letters, they can “systematize the learning process” in both languages by dividing the word “*cat*” into sounds; this occurs since they will arrange sounds in an organized system in order to produce sounds. Having stood the relevance of writing development and the impact it has on metalinguistic awareness; the development of writing stages will be covered in the next section.

To support the development of writing stages, Ferreiro and Teberosky (1999) developed the book *Los Sistemas de Escritura en el Desarrollo del Niño*. The following section will describe the figurative aspects of written language that will allow teachers to understand and compare the children’s written production with the conventional written production made by adults. Henceforth, it is important to mention that the concept conventional, refers to the correspondence between the graphic symbols and the alphabet, legible handwriting, and the appropriate orientation of letters (Ferreiro, 2006), these correspond to the figurative aspects. The figurative aspects include phonemic awareness, syllabic hypothesis, and the alphabetic principle. Although these authors describe five writing stages, the ones that will be covered in the following section are focused on the children from 5 to 6 years old, which are the ages of interest of the current study.

The first stage is *The Syllabic Hypothesis* in which children give a sound to each letter, and one letter could represent a syllable. Additionally, children provide a qualitative attribution since they realized that the written production is a representation of the oral sound parts. For example, a child will be able to accurately write his/her name since s/he gives a sound to each letter.

The second stage is *Phonemic Awareness* in which children develop two important notions. The first one deals with a certain number of letters to read a word due to the writing awareness process that is represented by the sounds of the name, each letter representing one syllable that compounds the name. It is relevant to recognize that this is a complex stage, for it is the transition of the previous stages, and they might find it difficult to coordinate the hypothesis already developed. For example, a child who was asked to write the name Susana wrote “Sana”, and then the child corrected it as “Suana”. Just as important, Foorman (2016) affirms that phonemic awareness is a listening ability in which the child can comprehend and exploit each phoneme in oral language.

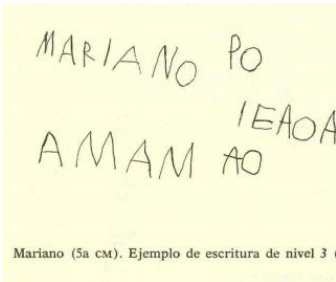
The third stage is called the *Alphabetic Principle*. Here, the child has established the correspondence between each letter and a specific sound and is able to do a systematic analysis of the phonemes in the words s/he writes. This means that children have the capacity to write without hesitation a word by understanding the correspondence between the sound and the graphic representation of it. Besides, children can write sentences or a list of words, yet they do not separate the words through spaces; if they do so, it is because it is suggested by their interlocutor. For example, a child wrote “*sapo/paloma/mapa/tren*” (frog/stick/map/train) without any space between words. Finally, it is important to mention that orthographic issues emerged at

this stage; for instance, a child wrote “*keso*” (cheese) and “*camion*” (truck), but he also accepted “*kamion*” (truck) as a possible option.

In addition to Ferreiro & Teberosky’s perspective, Foorman (2016) states that “the alphabetic principle is understood as the representation of phonemes in written words. Guo et al., (2018) relate the alphabetic principle to letter writing ability; this relation involves children’s skill to differentiate between lower and uppercase letters. This ability changes with age, the largest gains taking place in years 3-6. Certain sub-skills such as letter-name and letter-sound are both important for the development of decoding, spelling, and writing. The following table presents the levels of writing development created by Ferreiro and Teberosky (1999).

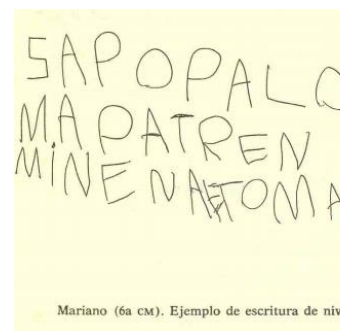
**Table 1**

*Stages of Emergent Writing Development*

Age	Stages	Description	Example
5	Syllabic Hypothesis	Children give a sound to the letters and are able to divide words into syllables.	 <p>Mariano (5a CM). Ejemplo de escritura de nivel 3</p>
6	Phonemic Awareness	Children start to identify that each letter has a sound	<p>PAO: “PALO SANA: “SUSANA”, pero luego corrige por SAB. “SÁBADO”, pero luego corrige por !</p> <p>Carlos 6 a CM.</p>

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6	Alphabetic Principle	Children understand that words are compounds for small units (letters) and each unit has a sound.
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*Note:* From Ferreiro and Teberosky (1999).

The previous section provides the stages of writing development that children go through, and the following paragraphs will cover the features of writing claimed by Rowe and Wilson (2015) in their study, which will provide a better understanding of children's print awareness. The features are writing forms, directionality, intentionality, and message content. It is relevant to highlight that those features have several categories; however, for the current study, we considered the ones that correspond to children from 5 to 6 years old.

The first feature is *Writing Forms*, which provides insights regarding the principles of the written language such as marks with spaces between them, alphabet letters with specific shapes and names, and sound correspondence. The first feature is “conventional letters” or memorized words in which children are aware that writing requires some conventional elements, and they reproduce certain visual details of the print. Children can segment words into phonemes and achieve a letter-sound correspondence that allows them to decide from their repertoire the letters of the alphabet that they will write.





The second feature is “directionality”, which refers to the orientation of writing from left to right; with the directional principle, children try to arrange print on the page. The conventional

linear placement would be the first line despite allowing another unconventional linear placement. The importance is focused on children's ability to place marks in an organized direction from left to right horizontal lines and from top to bottom vertical lines in English and Spanish print systems; children can apply the directionality feature in some lines or in all lines.

The third feature is "intentionality", which pays particular attention to identifying the understanding of the marks that children write. In general, several studies have emphasized on asking children to read what they wrote to gather the meaning of their writing production. Indeed, children can read messages using their fingers or voice to indicate the match between the oral production and the written production; and they can also read messages by matching the oral production to print production, with some letter-sound correspondence. It is convenient to add that marks have a purpose in this feature of intentionality.

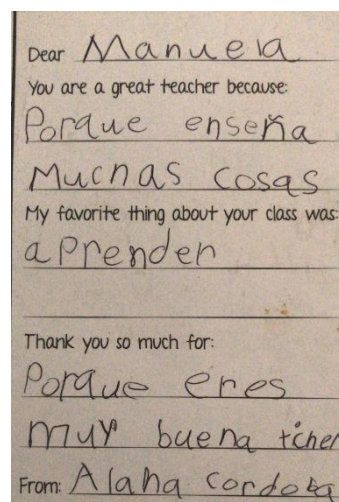
Finally, the fourth feature is known as Message Content: Task/Message Match focuses on the meaning given to marks performed in the different domains in which children perform, such as home, classroom and community. Children can read the message from different manners based on the photo: its content, word, phrase, or sentence. To sum up, children made a connection between the written text and the image when reading or made relations between the object and actions in the pictures. The following table was used to assess the features previously mentioned.

**Table 2***Features of writing*

Feature	Description	Example
<b>Writing Forms</b>		
Conventional letters, memorized word	Children can write conventional letters; nevertheless, they write words that are familiar to them as their names	Children write their names 
Invented spelling; first letter sound	Children may write the first letter sound or syllable. They may write the letter that corresponds to the syllable: cea instead of seal. Children are intentionally writing with a letter-sound correspondence	I was sliding the slide. 
Invented spelling; first and last	Children may write the first and last letter of the word with a letter-sound correspondence	"rainbow" 
Invented spelling; most sound represented	Children may sound most of the syllables or letters in the word. Letters may not be accurate	"ship" 
<b>Directionality</b>		

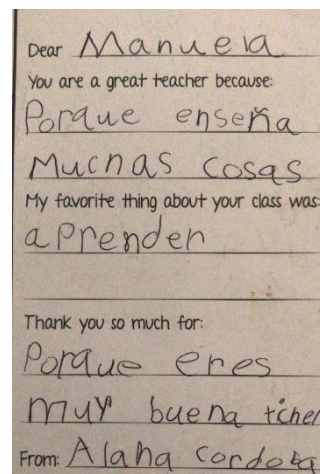
Conventional linear placement, 1st line; other lines unconventional

The first line is written from left to write, and after the first line children may draw unconventional letters with unconventional directional patterns



Conventional linear placement, all lines

All lines are written from left to write, written production may be conventional or unconventional letters



### Intentionality

Intends message/Global speech/Print match; No letter-sound correspondence

Children can read the message orally, and they will use their finger to point the letter that corresponds to the syllable or word; nonetheless, there is no letter-sound correspondence

They use voice to show a match between talk and specific unconventional letters

There is a match between the beginning and ending letter, and the beginning and ending sound of the word

Intends message/Some

Children can read the message orally, and at least one letter is

Children choose the letters with a purpose, there is an attempt to

letter-sound correspondence	an attempt to letter-sound correspondence	letter-sound correspondence
<b>Message Content: Task/Message Match</b>		
Global relations to photo content	Children read the message that matches with the picture. Usually, it is directed to the interlocutor rather than the written text	“It’s about dinosaurs”
Photo label/word	Children read a message in a word that matches with the image	“bike” (Photo of a child on the playground riding a bike)
Photo label/phrase	Children read a message in a phrase that matches with the image	“My new shoes” (Photo of the child wearing new shoes)
Photo label/sentence	Children read a message in a sentence that matches with the image	“I am playing with Aran” (Photo of a child playing with Aran)

*Note:* From Rowe and Wilson (2015)

Ferreiro (2006) wrote an article regarding the figurative and constructive aspects of children’s written production as part of the comprehension process in written language acquisition. On the one hand, figurative aspects belong to the quality of traces, writing orientation and conventional writing issues such as the knowledge of the alphabet. On the other hand, constructive aspects refer to the meaning that children give to their productions and the interpretation that adults make from them. The latter is, according to Ferreiro, the one researcher should focus on.



The first level of the constructive aspects corresponds to the syllabic principle, in which children write words segmented into syllables, and the letters used to write words are from their names. The next period is an intermediate level, in which learners write by using a combination of syllables and letters from the conventional alphabet; as a result, children can write the word “mariposa” (butterfly) as “maiosa”. The final level refers to the acquisition of the alphabetic system or the use of the fundamental rules of the written language.

Concerning the constructive aspects of emergent writing, there are three periods (Ferreiro, 2006). In the first period, children from 5 years old make a distinction between iconic (drawings) and non-iconic marks (random letters or numbers); for those marks, it is important to mention that questions are made by the teacher to understand the child’s interpretation of the written product. In this regard, children use their oral language to explain them.

For the second period, children distinguish the quantity and the variety of the written text. This means that children might differentiate that those letters should not be repeated, and a word consists of more than one letter. In this period, children relate the number of iconic marks depending on the weight, size, quantity, and age of the object since they might write more letters in words that represent an object that is heavier, bigger, or older.

The last period embraces syllabic hypotheses in which children may write letters that correspond to the syllables from a word; they usually use the letters from their name to write a new word, yet they might not repeat the same letter more than twice in the same word. Some of them get awareness regarding the rules of written production; for instance, a child can use his fingers to count the number of syllables, then he can draw some points on the paper, and finally,

he can write some letters over the points. Indeed, the child may anticipate the number of letters and have control over his/her written production before writing.

Finally, it is paramount to highlight that the syllabic-alphabetic written process has been considered as the omission of letters in contrast to conventional writing made by adults; nevertheless, at this stage, the child is aware of the basic system of written production. Additionally, at this point, orthographic issues might emerge, and this entails one of the writing issues that children will face throughout their learning process.

In summary, the three periods mentioned above pretend to explain the meaning children provide to their written production. In this regard, it provides an insight into how they evolve from the non-iconic marks to the understanding of the written production rules such as the quantitative aspect, the alphabetic principle, and the syllabic hypothesis. Most importantly, it allows adults to comprehend the emergent writing production of children from their perspective. The following table is an adaptation of the three periods mentioned above.

### **Table 3**

*Constructive aspects of emergent writing*

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Period	Constructive Aspects	Examples
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1 Children recognize that each non-iconic mark is named as letters, they could be numbers or letters.



Ilus. 2.- Valeria (3;8)

*T: Quien hizo la página (She comes back to the board) who worked here? page number 3? Who is the author of this page?*

*S2: ¡Yo!*

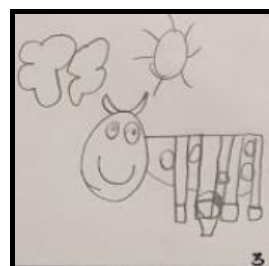
*T: Come here (T. invites him with a gesture of his hand). Se prepara number four. Sweetie, sweetie come onnnn.*

*S2: ehh la vaca (he is in front of the board)*

*T: the cow and what happened*

*S2: Le están sacando la leche*

*T: ¡Le están sacando la leche! Oh my god. The milk, yummy yummy*



- 2 Children distinguish the quantity and the variety of the written text. This means that children might differentiate that letters might not be repeated, and a word is a compound of more than one letter.



Ilus. 1.- Armando (5;10)

- (1) Armando  
(2) Elefante  
(3) Jirafa  
(4) Venado  
(5) Gato  
(6) Perro

- 3 Children may use letters from their names to write new words.

Children attempt to write two letters that correspond to a syllable

Children may not repeat the same letter more than two times

Children understand the written production rules

F R i o (1)

A i o A (2)  
A O A (3)  
A A O (4)  
A O E (5)  
A O (6)  
B i B (7)  
B O B (8)

Ilus. 8 - Francisco (6 ans)

- (1) Francisco  
(2) Ma-ri-po-sa  
(3) Pa-lo-ma  
(4) Pé-ja-ro

- (5) Ga-to  
(6) Pa-to  
(7) Pez  
(8) Pez (2º essai)

*Note:* Adapted from Ferreiro (2006)

To understand the writing process Puranik and Lonigan (2014) designed a framework to articulate the emergent writing skills of children. In this regard, they stated three domains to assemble the writing components: conceptual knowledge, procedural knowledge, and generative knowledge.

The “conceptual knowledge” refers to the capacity that children must comprehend how language works before writing and reading; this means that print language or marks have included meaning and these are used to communicate with others. Similarly, Byington and Kim




(2017) stand children are aware that print has a meaning, and it is used to communicate; for example, they know that symbols and signs have a meaning, like the red letters next to the chicken spell Frisby.

The next domain is “procedural knowledge”, in which children become aware of the functions of the marks or symbols in the written language. This function includes alphabet knowledge, letter writing skills (fine-motor skills), name writing skills, and spelling. For example, children establish the correspondence between the letter “m” and its sound /m/. Likewise, Byington and Kim (2017) propose that name writing activities with manipulatives such as letter magnets and pegboards develop fine motor skills that are necessary for emergent writing development.

The last domain, “generative knowledge”, integrates the skills from the previous domains to compose phrases and sentences to convey meaning. In this domain, specific writing properties emerged such as linearity and orientation of iconic symbols, and representation of words through letter strings. Additionally, Byington and Kim (2017) encourage teachers to include spontaneous writing as a guided activity in learning centers. These tasks allow children to use their analytical phonological strategies and alphabet knowledge in their written productions (Frost, 2001).

The following chart is an adapted version of the domains of emergent writing by Puranik & Lonigan (2014) and the examples were gathered from the article Promoting Preschoolers’ Emergent Writing.

**Table 4***Domains of emergent writing*

<b>Domain</b>	<b>Description</b>	<b>Example</b>
Conceptual Knowledge	Children understand the function of printed language	Both teachers and students write out functional phrases on signs related to routines, such as “Take three crackers” or “Wash hands before eating,” then read and display the signs. 
Procedural Knowledge	Children are aware of the functions of the symbols and conventions in the written production such as alphabet knowledge, letter-writing skills, name-writing skill, and spelling	
Generative Knowledge	Children integrate and use the conceptual and procedural knowledge to convey meaning	The teacher creates a giant spider web and writes the question, “Are you afraid of spiders? Yes or no.” He gives the children sticky notes so each can write either yes or no and then place them on the giant web. 

*Note:* Adapted from Puranik & Lonigan (2014), Byington and Kim (2017)

Byington and Kim (2017) proposed a set of tips and activities that can support children's development of the stages of emergent writing based on the research conducted by Puranik and Lonigan (2014). For the current study, the focus will be on the last three stages.

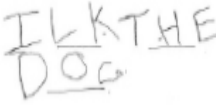


The first stage is "invented or phonetic spelling", in which children use one letter to represent the beginning or ending sound of a word (Byington and Kim, 2017). Furthermore, these authors suggest that teachers can promote writing experiences such as sign-in and sign-out name writing, invented spelling, write letters or letters-like symbols.

The second stage is "beginning word and phrase writing", in which children can write short words whose structure is a compound of a consonant, a vowel, and a consonant (Byington and Kim, 2017). These authors express that a strategy that teachers can implement is modeling writing by creating stories, lists, and labeling objects from the classroom; then, children can create their wish list, their storybook, and label their materials.

The last stage is an attempt at "conventional spelling"; in this stage, children recognize and include in their productions upper and lowercase letters. They also may include punctuations and the correct spelling of words; generally, the child's name and words such as *mom* and *dad*.

In summary, the previous paragraphs provide some practical activities for teachers to foster children's' emergent writing process beginning with invented spelling to the attempt of conventional spelling. The following table focuses on the tips that teachers need to consider promoting the stages of emergent writing relevant to the current study.

**Table 5***Tips for Emergent Writing*

Stage	Description	Example	Tips
Invented or phonetic spelling	Children used one letter to represent the beginning or ending sound of a word, which is equivalent to the whole word.		<p>Sign-in and Sign-out routine to write or attempt to write, children's names.</p> <p>Use peer helpers to help children with the writing process.</p> <p>Model writing to show children sounds create letters and letters create words.</p>
Beginning word and phrase writing	Children can write short words, which structure has a consonant, a vowel, and a consonant.		<p>Showing the writing process to children and thinking aloud while writing.</p> <p>Label specific items in the room and draw children's attention to the written words.</p> <p>Have the children paint large classroom signs related to themes being explored, such as the National Weather or Public Library.</p>
Conventional spelling	Children can include uppercase and lowercase letters in a word, spell words correctly, and write sentences with correct punctuation.		<p>Strategically place writing materials, such as sticky notes, whiteboard markers, etc. throughout the classroom.</p> <p>While some children may be off and running with an open-ended question, others might be better supported if the teacher helps write their ideas—at least to get them started.</p> <p>Involve the children in collaborative writing projects, such as creating a diagram after a farm visit and making labels for the different animals and the barn.</p>

*Note: Taken from Byington and Kim (2017)*

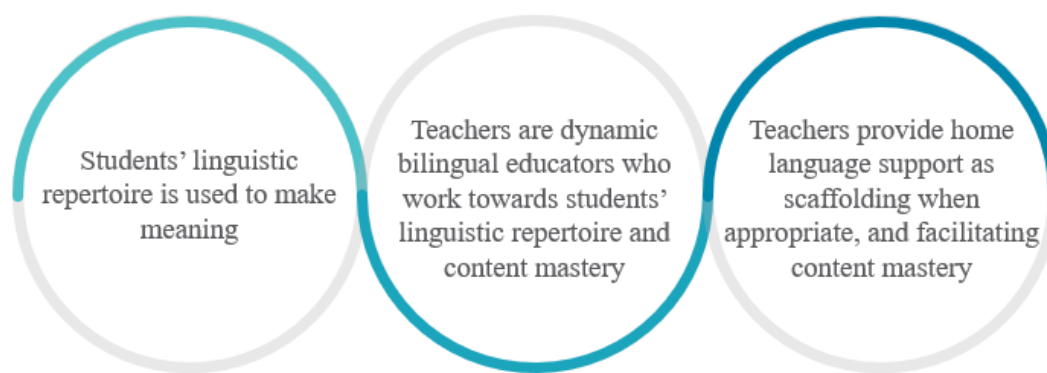


It is essential to know that emergent writing development is a compound of certain stages that permit the understanding of how children start from unconventional written marks to letter-like forms that represent the conventional written system; the features of emergent writing provide a set of characteristics that allows the understanding of print awareness; the constructive aspects of writing seek the interpretation that children have regarding their written production; the domains of emergent writing articulate the writing skills in which children demonstrate that the written system is a way to communicate; and, finally, there are some tips that teachers can implement for developing emergent writing with young children according to the stage of the writing process.

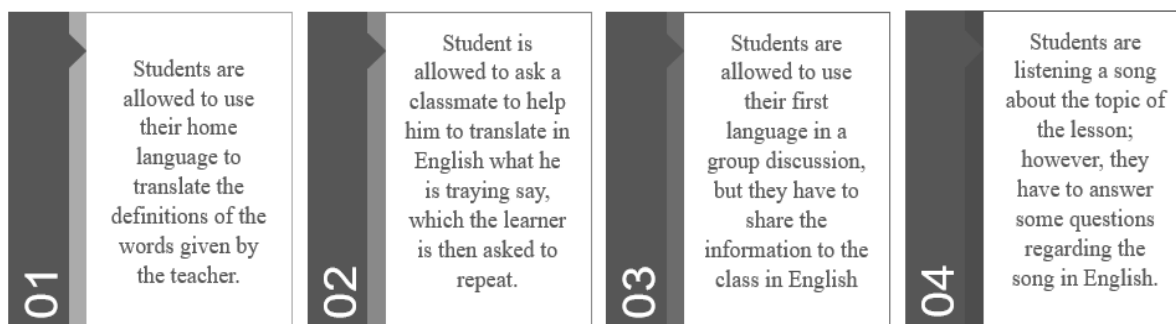
### ***Translanguaging***

Translanguaging is used as a pedagogical strategy that teachers can implement to assure that students comprehend and learn what is taught in a bilingual classroom; in this sense, translanguaging is defined by Garcia and Wei (2014) as the process in which teachers and students are involved in elaborated discursive tasks; through these conventions all the languages used by all the students are implicated to foster new language practices and support previous ones.

Translanguaging is key to acknowledge the students' "dynamic and complex language practices" (Garcia & Wei, 2014, p. 122). Teachers should, consequently, consider L1 as a pedagogical support to enhance L2.

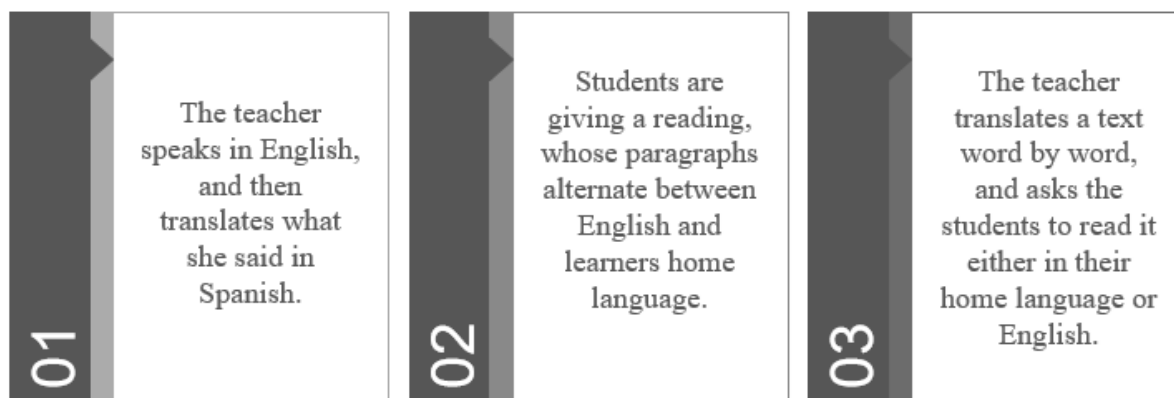
**Figure 3***Characteristics of Translanguaging*

García and Wei (2014) describe translanguaging as part of the complexity of bilingualism in the educational field; hence, it is important to clarify what translanguaging is and what it is not as shown in figures 5 and 6.

**Figure 4***Examples of strategies that are considered translanguaging*

**Figure 5**

*Examples of strategies that are not considered translanguaging*



It is relevant to highlight that translanguaging is a process in constant change that never ends, but it does provide students with strategies to learn a second language (Garcia and Wei, 2014).

García, Johnson & Seltzer (2017) propose a set of translanguaging pedagogical strategies that can be used for teachers in five different stages during the students' learning process to allow them to use their entire linguistic repertoire and previous knowledge about learning. The stages for using translanguaging are *translanguaging to explorar*, *translanguaging to evaluar*, *translanguaging to imaginar*, *translanguaging to presentar*, and *translanguaging to implementar*.

The first stage is “translanguaging to explorar” which seeks to promote collaborative dialogue in which learners can use L1 and L2 as a linguistic resource; to support background information about the topic and discuss it in any language; to allow students to brainstorm ideas

about a topic in any language; and to encourage students to participate in the discussion in any language.

For the second stage, “translanguaging to evaluar”, the authors affirm that comparing written or oral texts in L1 and L2, and then asking questions about them can promote critical thinking in learners; this can be done using cognate charts or bilingual versions of big books, for example.

“Translanguaging to imaginar” encourages learners to brainstorm, plan, draft and revise an assignment, project, and piece of writing by using their L1 or L2 to create their writing production. Activities like creating posters, mentor texts, scenarios for plays in which translanguaging is used give voice to bilingual characters.

“Translanguaging to presentar” encourages students to present their product in L2 and have them to expand on, clarify and further explain their thoughts in L1; it boosts oral production with L1 sentence starters regarding the topic being taught; and it stimulates learners to elaborate on their explanations with L1 prompting questions.

“Translanguaging to implementar” allows students to write translanguaged texts and send them through multimedia tools such as emails, the school website, or the school official platform. Students may feel more confident if their written products can be translanguaged not to be penalized, but just the opposite, to be published.

**Table 6***Translanguaging Pedagogical Strategies*

<b>Stages</b>	<b>Strategies</b>
Translanguaging to Explorar	<p>A collaborative dialogue using L1 and L2</p> <p>Have picture cards and posters about the topic being taught with words in L1 and L2</p> <p>Brainstorm ideas about a topic in L1 or L2</p> <p>Use discussion questions in L2 and encourage students to participate in the discussion in any language.</p> <p>Design word walls in which L1 and L2 words can be included.</p>
Translanguaging to Evaluar	<p>Cognate charts</p> <p>Bilingual picture dictionaries</p> <p>Teachers can include questions that promote critical thinking such as: –¿Qué es esto? –¿Qué hiciste?</p>
Translanguaging to Imaginar	<p>Brainstorms, plan, draft and revise an assignment, project, and piece of writing” by using their L1 or L2 to create their writing production.</p> <p>Modeling the expected products from students</p> <p>Allow children to include bilingual characters or scenarios in which bilingualism is used</p> <p>Have learners write scripts for plays and theater in which translanguaging is used</p>
Translanguaging to Presentar	<p>Provide an outline of the expected product, and sentence starters in L1 and L2.</p> <p>Encourage students to present their product in L2 and have them expand on,</p>

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clarify, or further explain” their thoughts in L1

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Translanguaging to Implementar Sharing the written products in public through a bulletin board  
Sharing what they learn to the school community by a writers’ gallery walk

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*Note: Taken from García et al. (2017)*

In the same line, García and Wei (2014) provide some goals in which translanguaging is used by teachers to assure that students acquire content knowledge and language skills. However, based on the interests of this thesis, only four translanguaging goals will be considered to support emergent bilingual education in emergent writing. The goals are to *differentiate and adapt, build background knowledge, cross-linguistic transfer and metalinguistic awareness, and cross-linguistic flexibility*. Additionally, Celic and Seltzer (2012) ideas and examples will be taken into consideration as contributors to give a further explanation regarding these goals.

The first goal is to “differentiate and adapt”. This means that teachers can adapt the language according to the population to the students and potentialize the students’ strengths. Hence, Celic and Seltzer (2012) that through translanguaging learners have the possibility to understand and succeed in academic tasks in a language they are still learning. For example, the teacher can ask learners to brainstorm some ideas about a topic in L1, and then children can create their own written product in L2

The second goal is “build background knowledge” refers to building comprehension through content knowledge through the use of oral and written texts in L1; as a result, children can build background knowledge and improve their comprehension when they listen to or read a

similar text in L2 (Celic & Seltzer, 2012). For example, a teacher can present a topic in English and have children discuss and analyze the content in L1.

According to Celic & Seltzer (2012), the goal of “cross-linguistic transfer and metalinguistic awareness” refers to the capacity that children might acquire to understand that there are certain features of languages that can be similar or different, and those can be transferred from one language to another. Some examples of this goal are the implementation of word walls, cognates charts, and alphabet charts.

Lastly, the “cross-linguistic flexibility” goal will validate students to use their L1; it is a translanguaging strategy that can be used for educators to teach cognitively demanding content and develop language for emergent bilinguals. In these terms, cross-linguistic flexibility is the flexible use of learners' linguistic resources in which children can make meaning of their experiences and worlds. For example, a teacher can promote the use of bilingual picture dictionaries so that children can search unfamiliar words and complete the text in L2.

Having established the translanguaging goals for promoting bilingual practices in the classroom, the following section will cover a set of strategies proposed by Celic et al. (2012) in which translanguaging can be implemented with emergent bilingual learners. These strategies are based on the CUNY-NYSIEB curriculum and are based on the goals presented by Garcia and Wei (2014) and Celic and Seltzer (2012). Although the authors propose several strategies, the following ones are focused on young learners' emergent writing development.

Celic and Seltzer (2012) stand that “bilingual picture dictionaries” can be used to and content area vocabulary in English and their home language to build students' background

knowledge. For writing, this strategy can be used for labeling adjectives by size and color, or for labeling verbs by characters' actions. Picture dictionaries can be also used for sentence frames in which students can use the picture dictionary book to complete the sentence frame taught by the teacher or the teacher can refer to a specific section of the book to complete the sentence frame.

The same authors present “translanguaging with interactive writing” as a strategy that could be used to encourage learners' cross-linguistic flexibility since it supports students as they learn how to write. Moreover, this strategy can help students create a text with these variations: 1) writing some letters for a word, based on the sounds they recognize and hear; and 2) writing the high-frequency words and the vocabulary words they know how to spell. Teachers can help EBLs with the words they have not learned yet, or the ones that are more complex, by using English and Spanish alphabet charts.

“Translanguaging with independent writing” is a strategy that promotes students' cross-linguistic flexibility since its aim is to allow students to use their entire linguistic repertoire when scaffolding emergent writing skills in English; this strategy also improves their writing skills in their home language and provides more opportunities to express their thoughts and identities. Teachers can provide support in writing to emergent bilinguals by labeling and modeling vocabulary words in a bilingual picture dictionary, word walls, photograms, mind maps and visual aids. Additionally, teachers can model how to insert words, sentences, or phrases in English in the text they wrote using their home language. Finally, teachers can provide opportunities for students to express their thoughts by asking questions in learners' L1.

“The multilingual word wall” is another strategy presented by Celic et al. (2012) which aimed to foster cross-linguistic transfer and metalinguistic awareness in emergent bilinguals.



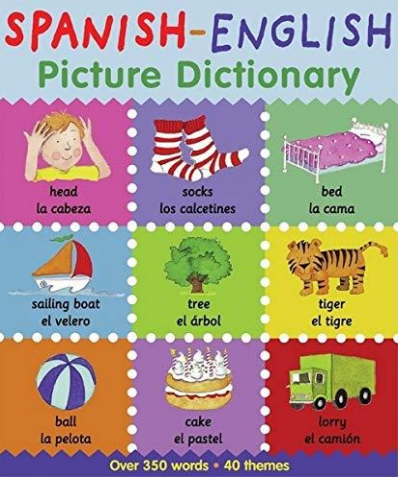

This strategy consists of a list of words that have been introduced in the classroom. To make the word walls more effective, teachers can display them with the most familiar words for the students, which ensures students to develop academic vocabulary in both languages. It should include some sort of visual aids with images to represent the word's meaning.

“Cognate charts” is a strategy that allows students to implement cross-linguistic transfer and metalinguistic awareness since it allows students to make connections across languages, for cognates are words that look and sound alike. The teacher can design a cross-content vocabulary words chart, which students can recognize in different contexts and include in their written productions; students can also have a personal cognate chart in their notebooks.

The last strategy is “sentence building”, which can be implemented to develop cross-linguistic flexibility, cross-linguistic transfer, metalinguistic awareness, and differentiation. Sentence building refers to the construction of complex sentences that can help students to comprehend the structure of the sentences by adding words and making them more simple or challenging. For example, teachers can add one or more adjectives to a basic sentence or model sentences in English and the home language by displaying side-by-side the English sentence and its translation in EBLs' home language.

Table 7

*Translanguaging goals and strategies*

Translanguaging Goals	Translanguaging strategies	Examples
Differentiate and adapt	Sentences building	<p>Figure 2</p> <p>A <b>stem</b> was growing in his right ear.</p> <p>Una <b>raíz</b> le estaba creciendo del oído derecho.</p>
Build background knowledge	Bilingual Picture Dictionary	
Cross-linguistic transfer and metalinguistic awareness	Multilingual word wall	

(Bruzzone, C. &amp; Millar, L, 2011).

Cognate charts

Spanish	English
<b>El Tiempo</b>	<b>Weather</b>
otoño	fall
invierno	winter
primavera	spring
verano	summer
termómetro	thermometer
temperature	temperature
día	day
noche	night
sol	sun
luna	moon
ciclo	cycle

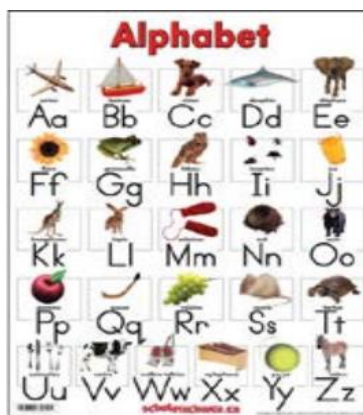
Cross-linguistic flexibility

Translanguaging with interactive writing

Example of a Spanish alphabet chart



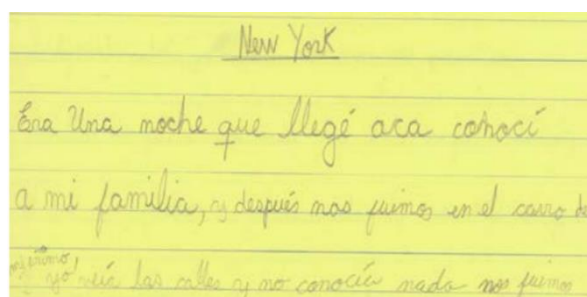
Example of an English alphabet chart



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Translanguaging  
with  
Independent  
Writing

Ex. 3



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*Note: Adapted from Celic and Seltzer (2012).*

Garcia and Wei (2014) claim that bilingualism from a structural perspective has been taught as two separate language codes; as a result, linguistics is responsible for identifying and defining the language contact's situation. Similarly, experimental designers, separate languages as a bilingual language proficiency; however, studies regarding cognition and multilingual functioning are changing the perspective of bilingual education from dual education into dynamic education as it was found that bilinguals' language skills interact collaboratively.

Likewise, García, Johnson and Seltzer (2017) claim that having students use their L1 in the classroom with peers whose linguistic repertoire is similar allows them to develop knowledge

and interpersonal skills. Additionally, emergent bilingual students should be encouraged to use their L1; as they are usually not allowed, they lose the opportunity to acquire content knowledge. In this regard, translanguaging is a pedagogical strategy that endures teachers to work towards fair opportunities in which learners have access to complex content.

Finally, the authors mentioned above highlight that translanguaging is a practice that has four main purposes as a supportive strategy: 1. It enables students to have access to complex material. 2. It allows students to use their linguistic repertoire for academic purposes. 3. It promotes students' bilingualism and different knowledge perspectives. 4. It strengthens their bilingual identities and supports them socially and emotionally.

In addition, from a sociolinguistic perspective of translanguaging, Garcia and Kleifgen (2020) sustain that translanguaging has been shown to give minoritized emergent bilingual students the confidence to discuss, perform, and exhibit their agentive roles (Garcia & Kleifgen, 2020). To let students become comfortable in their literacy acts, they are allowed to express themselves in distinct ways and discuss in their different repertoires, using translanguaging practices. The previous authors also stand that focusing on translanguaging and its relation to literacy might foster learners' critical metalinguistic awareness of the target languages. In this regard, strategies such as translation, vocabulary and word choice might help students to enrich their metalinguistic awareness and understand how to use their complex yet flexible semiotic repertoire. Indeed, children can employ their languages to construct meaning.

Furthermore, Garcia & Kleifgen (2020) recommend five activities in translanguaging design: affordances, co-labor, production, assessments, and reflection. The current study specifically focuses on: translanguaging co-labor, in which children are encouraged to work in

collaborative groups where all voices and means of production are heard; translanguaging production, in which teachers promote written tasks with the support of spoken, written, gestural, and other meaningful resources; a translanguaging assessment, in which teachers can encourage students to express what they know by using their entire semiotic repertoire.

To sum up, translanguaging is a pedagogical strategy for educators and students to use their L1 linguistic repertoire and cultural knowledge to develop content in the second language as well as support learners' socioemotional development.

### ***Play-Based***

As this current study conceives children from a sociological perspective in which they are recognized as social agents capable of giving meaning to their world, the play is a suitable and valuable learning strategy relevant to children (Mayall, 2002). Indeed, the play supports knowledge development allowing children to manifest their knowledge spontaneously without the pressure of being assessed (Palacios, 2016). Just as important, play and learning have a similar role as long as the game challenges children's abilities since the play increases their motivation and their desire to explore the world around them while using functions such as motor skills, cognitive skills, affective abilities and social abilities, as suggested by Rodriguez et al. (2000).

Palacios (2016) mentions the relevance of play in educational and home environments, for it is an intrinsic activity that has a place in childhood. This author considers that play is a resource that allows children to develop their communicative, artistic, cognitive, corporal, and social dimensions. Along with the previous idea, since children are born, they start exploring the

world using their hands, and, as a result, the brain starts making connections that enhance the cognitive, linguistic, and motor development that are necessary for literacy skills (Roessingh, 2019). This author affirms that activities involving fine motor skills permit children to develop their coordination and precision of the muscles in their hands, which are necessary for writing.

Similarly, teachers can include fine motor skills through play in order to develop emergent literacy skills; in this regard, it is important to take into account certain fine motor requirements, such as holding the pen and providing accurate materials to facilitate holding. Additionally, teachers can enhance children's use of different writing tools for writing activities from scribbles through conventional letters that can be used functionally during play; in addition, the implementation of activities in which writing and playing are used for scaffolding and modeling how to use different tools to produce “marks, scribbles, drawings, and shape/letterforms, developing their fine motor skills” (DET, 2021).

Consequently, it is necessary to reflect on a new perspective in which play supports educational contexts. In this sense, play is known as play-based learning, a notion that will be widely approached in the next few lines. According to Danniels and Pyle (2018), play-based learning is “*to learn while at play*” in which two types of play are remarkable: free play, in which the game is led by children; for instance, in sociodramatic play, children can use their imagination to role-playing, pretending and creating social rules. Secondly, guided play requires that teachers orientate the game to some extent. For example, teachers can observe students acting out a story while children perform a play, and teachers can encourage children to write a script or search for relevant information about the play.

Play in education has been considered from different perspectives; nonetheless, for the current research, play is addressed as a learning space. As reported by Sarle (2006), play needs to be taken into account in the curriculums as a content in which educators “teach how to play” and “teach while playing” to children from 0 to 6 years old. The author also stands children require a bunch of content and information that comes from the different academic subjects that allows them to acquire knowledge to play better, understand better, and look for options that were not taught or imagined.

Moreover, Sarle (2006) suggests that it is necessary to design units or projects that work towards the development of content in which play is the aid to achieve content, create and pilot projects in which knowledge is used for playing. The previous claim requires some aspects when planning such as 1) planning for a specific population of children; 2) providing enough time for children to dominate the game; 3) providing knowledge that allows children to be autonomous and creative; 4) establishing the role of the teacher in the game; and 5) encouraging children to repeat the game and promote an environment of possibilities for playing.

Having mentioned the five requirements for planning when considering play, educators have an important role in the development of playing in educational contexts, and they should be aware of its utility to support their practices. In this respect, Montero and Alvarado (2001) present certain pedagogical principles relevant for teachers when using games. They need to have a knowledge of the game, its requirements and accurate setting, and they need to provide clear instructions of the game including questions and modeling with a small group.

If there is a score in the game, children should be allowed to see it all the time although variations of the game are allowed to make it more interesting. It is also required to have equality



of participants' abilities, ages, and sizes in the game, and promote all children's participation by mixing the groups or dividing them.

Teachers are considered to be guides and models for children when implementing games in their practices, and they can have an active role in the game as facilitators or participants. As children are expected to develop social experiences and problem-solving with their classmates, teachers are in charge of leading and establishing clear methodologies for communication to be effective.

Play today: a guide for families (2020) developed five categories of play-based learning.

- 1) The “free play” implies observing, reflecting, and facilitating time, space, and things. One example of this category is the game ‘hide and seek’, which is spontaneous, voluntary, child-initiated, pleasurable, and internally motivated.
- 2) The “inquiry play” extends child-initiated ideas and explorations through questions, provocations, and investigations. It begins with child-initiated investigations, often through exploratory play, where children are figuring out how something or some processes work. This exploratory play leads children to see connections between objects, ideas, meanings, and imaginations.
- 3) “The collaborative play” incorporates targeted skills, and it is child-directed. In this kind of play, children make decisions with the guidance of the teacher who has a learning goal in mind. Playing the restaurant, pretending to be the cook and asking for some food from the menu is an example of collaborative play, where the teacher and students can intervene.
- 4) The next category is “playful learning” which is focused on targeted skills in learning experiences that can incorporate children’s play narrative. Making a cookie recipe at Christmas is an example of how to implement this kind of play. It allows children to be active participants in playful learning experiences that motivate them and excite

them about their learning. These experiences are relevant to children's interests and abilities. 5) Lastly, "the learning games" prescribe skilled activities, usually literacy and numeracy related. These games have specific rules in which children learn how to take turns, share, and resolve differences with each other. When children pay attention and remember rules in games such as 'Simon says', 'I spy with my little eye', they are participating in learning games.

Having mentioned the array of possible categories for play-based learning, the following paragraph introduces the ESAR system, which was proposed by Garon et al. (2002). The first facet from the ESAR system describes four types of play with the acronym ESAR. The letter E refers to "exercise play", which includes sensor and motor play for exercising with the desire to achieve a goal immediately; games such as sensory-motor play and manipulatives (magnetic letters, tracing letters on the sand or prewriting a squeeze bag) will be part of this category.

The letter S stands for "symbolic play", in which children can imitate different roles, objects, or people, and allow children to create certain scenarios that represent many realities through symbols or images; role-plays like the 'vet office' or 'walking in the jungle' are examples of this category.

The letter A stands for "assembly"; this kind of play allows children to combine, build, create, construct, and arrange various elements to create a whole and accomplish a specific goal. Games such as constructive shapes and humming the syllables are examples of these types of games.

Finally, the letter R stands for "games with rules" including concrete or abstract rules regarding actions, strategy, and objects; players assume a role according to an agreement which

could be spontaneous or previously established. Examples of this category are vocabulary games, hopscotch, red light, green light and ‘Simon says’.

The second facet is Cognitive Abilities which refers to the relationship between the level of mental complexity and play (Filion, 2015). This facet is constituted by five categories; nonetheless, for this study, we will focus on four of them. The first category is “sensory-motor behaviors” in which the child’s process starts with trial and error, exploration, and manipulation of his/her environment with the elements on it. The children use their coordination, sensory perception, and simple movements to accomplish their actions.

The second category is “representative conduct”; children gradually move from action to mental representations by using signs and symbols. Additionally, they can imitate, represent, create, and reproduce their thoughts.

The third category is called “Intuitive writing” in which children can sort, match, and differentiate simple logical combinations; nevertheless, children cannot perform real logical operations since they focus on a single aspect of their point of view.

The fourth category is “concrete operating procedures” in which children can organize, coordinate, and manipulate concrete objects, and they might consider different points of view. They develop the ability to classify, arrange and develop spatial relations. At this point, they achieve logical thinking even though it is not abstract; they are also interested in well-structured games with rules, instructions, and order.

The third facet is “functional abilities” which refers to the appropriation of the instrumental abilities that children must master. The first component is an exploration where

children discover the world through their sensory-motor skills and manipulation. The second component is imitation, which involves the reproduction of models and events that allow children to represent reality, and it requires that they develop their attention, coordination, memorization, spatial orientation, and sensory-motor discrimination. In the third component, children can reproduce certain models, apply rules, and use coordination, orientation and attention when playing. Additionally, they require precision, patience, and concentration. In the last component, the child can reproduce actions, events, and models by using sounds and words; it implies visual, auditory acuity and memory. Moreover, children need eye-hand coordination, foot-eye coordination, spatial orientation, concentration, and invented creativity.

The fourth facet is “linguistic abilities”, which represents the stages of oral and written language acquisition. The first stage is ‘oral receptive language’ in which children develop the ability to identify familiar sounds of words to decode and associate them to analyze the oral messages. The child can orally express word phrases, word sentences, sentences, and messages. Children can name the objects around them and use the vocabulary they are acquiring when playing. Children start developing metalinguistic skills by paying attention to the phonetic, semantic, lexical structure of the language. Games such as role-plays allow children to use the language of the character and acquire new vocabulary; language games allow them to gain awareness of the components of the language, and games with rules promote negotiation and expression.

“Receptive written language” is the second stage in which the child can identify, comprehend symbols, and provide messages; in other words, children find out that symbols have content and words have meaning. For this stage, children require cognitive and visual abilities to

recognize and differentiate letters, letter-sound correspondence and decodification of syllables, words, and sentences. The implementation of magnetic letters and Legos allow children to play with words; lottery games also help with the grapheme-phoneme correspondence; and games in which children must decode words or short sentences are suitable for this stage as well.

The last stage is ‘written language’ which refers to the capacity children must produce written messages considering graphic spelling, grammatical and syntactic memory. This skill is a complex form of communication in which children must consider the conditions of the written language; this means that the written production needs to be clear and explicit enough.

**Table 8**

*Facet of Play*

Type of Play	Cognitive Abilities	Functional Abilities	Linguistic Abilities
<b>Exercise Play</b>	<b>Sensory-motor Behaviors</b>	<b>Exploration</b>	<b>Oral receptive language</b>
Sound sensory game	Repetition by trial and error	Auditory perception	Verbal discrimination
Visual sensory game	Permanence of the object	Visual perception	Verbal pairing
Tactile sensory game		Tactile perception	Invented creativity
Manipulation game		Gripping	
		Dynamic movements in space	

Type of Play	Cognitive Abilities	Functional Abilities	Linguistic Abilities
<b>Symbolic Play</b>	<b>Representative Conduct</b>	<b>Imitation</b>	<b>Oral Productive Language</b>
Roleplay	Deferred imitation	Reproduction of models	Verbal reproduction of sounds
Staging game	Mental images	Reproduction of events	Verbal expressions
Graphic production set	Representative thought	Visual discrimination	Phonetic memory
		Auditory discrimination	Semantic memory
		Tactile discrimination	Lexical memory
		Auditory memory	Oral language awareness
		Visual memory	
		Touch memory	
		Spatial orientation	
		Coordination	
		Attention	
Type of Play	Cognitive Abilities	Functional Abilities	Linguistic Abilities
<b>Assembly</b>	<b>Intuitive writing</b>	<b>Performance</b>	<b>Receptive Written Language</b>
Construction game	Sorting	Reproduction of models	Discrimination of letters
Layout game	Differentiation of shapes	Reproduction of events	Letter-sound correspondence
	Spatial differentiation	Coordination	Syllabic decoding
	Association of ideas	Attention	Word decoding
		Orientation	Sentence decoding
		Concentration	Message decoding
		Precision	

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Type of Play	Cognitive Abilities	Functional Abilities	Linguistic Abilities
<b>Games with Rules</b>	<b>Concrete Operating Procedures</b>	<b>Performance</b>	<b>Productive Written Language</b>
Language game	Reversibility	Hearing acuity	Spelling memory
Puzzle game	Enumeration	Visual acuity	Graphic memory
Ruleset	Spatial relations	Visual memory	
	Simple coordinates	Auditory memory	
	Concrete reasoning	Eye-hand coordination	
		Eye-foot coordination	
		Spatial orientation	
		Laterality	
		Precision	
		Patience	
		Concentration	
		Logic memory	
		Invented creativity	

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Note: *Adapted from Apprentidys (2021)*

This chapter provided the theoretical support for the current research in terms of emergent writing, translanguaging, and play-based. The next chapter, address the participants, the data collection methods and methodology of this study.

## **Methodology**

In the previous chapter, the literature review and the theoretical framework addressed the three main constructs of the current study which are emergent writing, translanguaging, and play-based. In this regard, the methodology would be presented from two components: the first one is based on the theory that supports the design of the research, and the second part refers to the description of the research design. As a result, the theoretical principles are divided into 1) the definition of the type of research, which provides the schema and the focus of the study; 2) the description of the context and the participants considered for the study, and 3) the methods and instruments used for collecting data.

### **Research Approach**

According to Ary, Jacobs and Sorensen (2010), educational research is usually classified as qualitative or quantitative research, and each category has its methodology. In this regard, quantitative research is defined by the authors previously mentioned as an approach that uses instruments that allow researchers to obtain measurable data for answering the research questions or query the hypothesis of the research. On the contrary, qualitative research aims to comprehend social phenomena based on the realities of people in a natural environment.

On that basis, the methodology used in this research is qualitative-interpretive since it allows the researcher to comprehend the reality of the target population in its natural setting (Ary, et. al, 2010); in this sense, the social phenomena can be observed in relation to the identification of emergent writing elements used by kindergarteners.



## **Type of research**

Although there are many types of qualitative research, this study is conducted as an interpretative study, for it will allow the researchers to interpret a social phenomenon that occurs in a bilingual classroom, where participants are exposed to lessons on emergent writing abilities by using translanguaging and play-based strategies. According to Ary, et. al, (2010), the aim of an interpretative study is to comprehend a phenomenon through a variety of data, such as journals, observations, and artifacts, which allows the researchers to identify patterns and established relations among the data collected.

Similarly, Merriam (2009) claims that in a basic qualitative study or an interpretative study, the researcher tries to identify, understand, and describe repeated patterns concerning a phenomenon. To grasp how the participants from the study understand the phenomena, the researcher needs to gather some data through different methods such as observations, interviews, and documents. Thus, the following section will describe the methods used in the study to collect the data.

## **Context**

This research was conducted in Pereira, Risaralda (Colombia) in a private bilingual school in which students belong to a high economic class. The amenities of this school include two playgrounds for preschool learners, one playground for elementary school, two soccer fields, a coliseum, basketball field, and a biopark. Furthermore, the school year at this institution starts in August and finishes in June, this is known in Colombia as “calendario B”. This school has

three levels which are preschool, elementary school, and secondary school. The first level which is preschool starts with Kinder 2 (two- to three-years old), Kinder 3 (three- to four-years old), Kinder 4 (four- to five-years old), and Kinder 5 (five- to six-years old). The second level is elementary school which starts at first grade to fifth grade (six- to eleven-years old). The third level is divided into middle and high school; middle school starts at sixth grade to eighth grade (eleven- to fourteen-years old), and high school starts at ninth grade to twelfth grade (fourteen- to eighteen-years old).

Narrowdown the population matter of interest for this research, we will describe kinder 5 (kindergarten). This grade has three classrooms with an average of twenty-three students per classroom. Each kinder 5 grade has one homeroom teacher who teach the following subjects: English: skills, English: listening and learning, math, and science, which are subjects from the Common Core Curriculum, that are taught in English. The homeroom teacher has five hours of class of 45 minutes a day to develop these classes. The curriculum “The New York State Common Core” as explained by the Core Knowledge Foundation (2013), that works towards literacy abilities for pre-k and kindergarten learners and provides a set of books that has to be developed during the school year. Additionally, the specialist’s teachers, which are Spanish teacher, Art teacher, Physical education teacher and Music teacher, lead two lessons of 45 minutes each during the day. Additionally, each classroom has a support teacher that works collaboratively with every teacher.

The classroom in which this research was carried out is equipped with one television, a white board, individual desk for each student, shelves for books and shelves for materials, manipulatives for math and fine motor skills, toys, one bathroom for boys and one for girls. This

classroom is large with two windows and two doors. It is located next to the playground, sandbox and the field course. A bulletin board is outside the classroom for displaying works or crafts from students. It is important to highlight that the implementation of this research was developed in 2021, two years after the beginning of the pandemic COVID-19, as a result there were some biosecurity protocols, such as the use of masks, a limited number of students per classroom, and social distance. In this regard the school adopted the model of “alternancia”, meaning that half of the students per classroom attended the school one week (group a), and the other half of learners attended the school the following week (group b). For this implementation we worked with one of the groups.

### **Participants**

As it was mentioned in the previous section, because of the “alternancia” adopted during the pandemic, this study was carried out with the Group A. This group had 10 students (two girls and eight boys), whose ages were from 5 to 6 years old, and which were selected in alphabetic order from A to I as established by the preschool principal. Nine of the learners have attended this school since Kinder 4 and one of them started at this school this year. Two boys attended speech therapy, for dyslalia, and another attended occupational therapy due to fine motor skills difficulties and attention. The lesson plans were carried out during the months May and June 2021 (at the end of the school year), meaning that they were familiar with the school, the teacher, and the routines.

## Researchers' Role

This research project was conducted by two researchers whose were in charge of the analysis of the literature, the consolidation of charts with the summary of the theories regarding emergent writing, translanguaging and play-based, the design of the instruments of the data collection methods, the design of the lesson plans, created the letters of consents, performed the stimulated recalls, registered the observations, record the lesson, transcribed the lessons from the video recordings, and compiled and analyzed the data for the analysis of the results.

In addition, researchers assumed the role of observers and participants. Merriam (2009) proposes that a researcher assumes a position or role while collecting the data for the study. Similarly, Ary, et. al, (2010) stands that the researcher can establish "*rappport*" with the group, and, indeed, the group under study is conscious about the observer's role; nonetheless, the researcher cannot interfere in the behavior or activities of the group. In this research, the group of students was aware of the presence of the observer, who had no intervention at all during the lessons.

It is necessary to mention that one of the researchers (researcher 1) was in charge of the implementation of the lessons and filling out a reflective journal after each lesson. She is the homeroom teacher of the group and has been the teacher since August 2020. The second participant (researcher 2) was in charge of recording and observing the lessons while taking notes of relevant situations that occurred during the sessions and conducting the stimulated recalls. Finally, both teachers belong to the same school; however, one is the homeroom teacher of kinder 5 and the other one is the homeroom teacher of kinder 4.

## **Data collection methods**

To collect the data regarding the implementation of emergent writing strategies with kindergarten learners, it was necessary to use different kinds of data collection methods to gain an understanding of the phenomena under study. As a result, there were video recordings, observations, reflective journals, stimulated recalls, and students' and teacher's artifacts gathered after the implementation of the five lessons designed for this research. The topics for these lessons were: fruits and vegetables, classroom objects, farm animals, family members, and bugs. Lessons lasted 45 minutes, and they had three moments: initiation, lesson development, closure, and assessment. The implementation of each lesson was in the English class. Finally, it is important to highlight that children were familiar with these topics since they knew them from the Spanish class.

### ***Observations***

According to Merriam (2009), through observations, the researcher obtains a first-hand account of the phenomenon of interest. Observations are seen as a systematic tool that occurs in the natural setting, where the researcher can observe and take notes in real-time about what happened during the session.

Observations were used as a source of data collection method of this study since all the lessons were observed for a period 45 minutes by the researcher 2; besides, the content of the field notes taken by researcher 2, was fundamental to developing suitable questions for the stimulated recall, a matter of study in the next paragraphs. In this study, the researcher 2 was responsible for building rapport while observing and producing clear data in field notes.

According to Ary, et. al, (2010) field notes are “the most common method of recording the data collected during observation” . The researcher fielded an observation format for each lesson that had two columns, the first one refers to the question: what to observe? In terms of emergent writing stages, translanguaging strategies, play-based strategies, and teaching methods. And the second column corresponds to the observation in which the researcher wrote her comment

### Figure 6

#### *Observation format lesson 5*

What to observe?	Observation
Emergent Writing Stages	<p>S4: en español es más fácil            S5: ¿cómo se escribe abeja en español?            T: ¿abeja en español? Mira (pointing to the words on the board) ¿abeja en español está arriba o abajo?            S5: arriba</p>
Translanguaging Strategies	<p>Then the teacher pastes some images of the bugs on the board and started asking the name of the bugs in English, and when she was writing the name of the second bug on the board one of the learners said:</p> <p>S1: No hemos “escrito” el nombre en español            T: Qué tenemos aquí in blue            S1: in English            T: Qué tenemos aquí in purple            S3: Spanish</p> <p>Teacher wrote the name of the bugs in English below the picture with blue marker and wrote the name of the bugs in Spanish above the image with purple marker. Then, the teacher said</p>
Play-based Stages	<p>The teacher shows to the students a Ziploc bag with some linking cubes with letters on it and she asked the students:</p> <p>T: ¿Qué tenemos aquí?            S3: Letras            T: ¿Qué podemos hacer con estas letters?</p>

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T: ¿Qué vamos a hacer con estos cubos?

S2: Vamos a unir los cubos para formar palabras

I can observe that some children assemble the cubes quickly and some others require more time to do it. Some of them had shorter words and others longer words; however, it was not only because of the length but also because they had to figure out how to assembly the cubes and there was also an extra letter

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Teaching Methods The teacher projects on the tv some pictures of bugs including bee, ant, butterfly, worm, caterpillar and then she plays a video of the book “Bugs, Bugs, Bugs!”. The book was colorful and included the bugs previously presented on the tv and some new ones. Since the book was projected on the tv allows all children to see and hear the book clearly, because social distancing did not allow the teacher to sit the students close.

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### ***Reflective Journals***

In qualitative research, one strategy used to identify a problem is reflection, which aims to provide to the researcher an opportunity to think about the situations that work well and the issues to improve (Ary, et. al, 2010). The reflective journals are seen as the methods used to collect data referring to what was experienced in class. According to Merriam (2009), a reflective journal is a personal document that registers the reflections regarding the situations that took place in the classroom after the implementation of the lesson.

Additionally, the author states that these documents record the researcher's “*attitudes, beliefs, and view of the world*” (Merriam, 2009, p.143). Although the researcher's reports are subjected to what he or she considers to be reliable, a reflective journal is an effective instrument through which the researcher draws his or her perspective. For this research, the reflective journals had three open questions allowing the teacher to reflect upon what went well, what did not go that well, and what the teacher will do differently. The image is a reflective journal from lesson 5 made by researcher 1 in which she uses the questions previously mentioned to ponder on the strategies used for modeling writing to children.

### Figure 7

*From reflective journal*

**What would I do differently?**

Hubiera hecho también el modelado de escribir en el tablero grande, en el formato de cartón que tenía colgado. La próxima vez también escribiría allí alguna frase o modelo. Sin embargo no quería que los niños la vieran y pensarán que la actividad era de copiado, (porque podrían sentirse persuadidos a escribir lo mismo que estaba en la muestra). Ya que en esta actividad especialmente quería promover la escritura espontánea.

### *Stimulated recall*

In this study, another method used to collect the information was the stimulated recalls of each lesson. In this process, the analysis and reflection of the classroom experiences from the teacher's view took place. According to Gass and Mackey (2000), an introspective analysis is evident and well supported by a verbal report. These authors mentioned that stimulated recalls can be gathered by playing a videotape since the aim being to recall a certain event. Moreover, it is flexible because the interviewer (researcher 2) and the interviewee (researcher 1) chose the situations that are matters of deeper discussion and analysis. In this research, the interviewer drew some questions based on her observations from the lessons. Then, the observer (researcher 2) described particular situations witnessed in the lessons and played the video recording of this situation to ask questions encouraging the interviewee (researcher 1) to reflect and analyze the events. In the next figure a stimulated recall of lesson 3 can be seen. The format is composed of two columns, on the left the researcher 2 asked a question regarding the impact of the writing



and the collaborative dialogue in the children's writing process, and on the right column, the researcher 1, answered the question, supporting it with details of collaborative learning and teamwork, according to her perceptions.

### Figure 8

*From stimulated recall lesson 3*

<p>Durante la creación de la portada del libro, tres estudiantes de uno de los grupos se reunieron para dar el nombre al libro. Uno de ellos estaba encargado de escribir, mientras los otros dos estudiantes le daban indicaciones de cuál podría ser el nombre, a su vez, el integrante restante se unió a la discusión</p> <p>¿Cuál crees que es el impacto que genera la escritura y el diálogo colaborativo en el proceso de escritura en los niños?</p>	<p>Si, pues el Impacto general para ellos  CÓMO sus como tal grupo de pares es un aprendizaje colaborativo es como lo que llamamos la zona de desarrollo próximo de Vigotsky porque dice lo que no puede lograr el niño solo a lo mejor sí lo puede lograr en trabajo colaborativo, es decir el niño que se sintió un poquito más más cómodo como con la escritura y de hecho es el niño que mejor hace lectura convencional hace escritura Entonces él dijo Pues yo escribo y los demás le iban diciendo eso fue un ejercicio la verdad muy satisfactorio muy bonito, muy interesante... hummmm... o sea un ejercicio que le permitió al que ya escribe pueess poder codificar muy bien lo que le querían decir sus compañeros los demás se sintieron escuchados porque fue un trabajo en equipo fue un trabajo grupal. Entonces pienso que qué general eh osea esa experiencia para estos niños además que se iban ayudando, o sea en general la estrategia fue pues muy positiva. Estoy buscando con una palabra para para para describirlo para definirlo como pudo haber sido desde la perspectiva de ellos yo creo que se sintieron como muy contentos y y y osea se comprometieron, fue como muy engaging osea motivados se motivaron Porque todos participaron cada palabrita O cada letrica que ellos decían el otro</p>
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### *Artifacts*

To comprehend the phenomena under study, the researcher can analyze the artifacts used for the research. Merriam (2009) stands that the artifacts can be classified as physical materials

in which documents or physical objects are used as a source of information regarding the participants. These artifacts can be elements used during the research or the result of the intervention, which are a source of information that support the observations and the stimulated recall. For this research, the learners' artifacts and the teachers' artifacts were elements of analysis. The learners' artifacts consisted of their productions and worksheets. The teacher's artifacts include flashcards of bugs, farm animals, fruits, and family members. Lesson plans were artifacts as well, which includes the descriptions of the activities of each lesson and the materials to be used. Another artifact used were the worksheets that were designed by the researchers as well as the poster of the collaborative book. Further, according to Ary, et. al (2010) artifacts may include video recordings, as a technique that provides information regarding the events observed, and she suggested making the transcriptions of these recordings, as well as using pictures as artifacts. For this research the five lessons were video recorded and transcribed for the analysis of the outcomes of this study.

### **Ethical considerations**

For this research, ethical considerations were applied to preserve privacy and the rights of the students as participants. Ary, et. al (2010) highlight certain aspects that are included in the ethical responsibility of the researchers in qualitative research. Some of them are anonymity and confidentiality. Indeed, law 1581 of 2012 refers to data protection related to the correct management of databases (Congreso de la República de Colombia, Ley 1581 de Octubre 17, 2012) concerning this research, the name of the students, their faces, and their written productions were to be protected.

To give responses to these issues, the researchers took as a fundamental source the law 1581 of 2012. First, the researchers asked both the school's director and coordinator for permission to implement the sessions of the project and collect data through video recording and photos. Second, an informed consent (see appendix 1) was delivered to students' parents to get their acceptance of their children's participation in the study. This form was sent digitally, considering the biosecurity protocols because of the pandemic COVID-19. All parents accepted their children's participation in the project. Then, students' identity was protected by using code numbers instead of using their names. Finally, the researchers were responsible for using students' written production only for analyzing the data matter of study in this project.

### **Implementation**

After stating the problem, we started to develop the theoretical framework, and it was found that there is a need for the application of strategies and methodologies that boost emergent writing from kindergarten courses without conceiving Spanish and English as isolated languages but with a dependent connection (Cummins, 1979). In addition, it is suggested that lessons for early childhood students should be meaningful and appealing (Heller, 1994). As a result, three main aspects were considered to validate our research: emergent writing, translanguaging, and play-based.

For the development of this research, we attempt to find information from different scholars regarding biliteracy and how to enrich children's biliteracy knowledge. It was found that emergent biliteracy is the term used for children's' biliteracy development and one of the skills that are part of emergent biliteracy is emergent writing. Along with this, translanguaging was chosen as an approach for the articulation of L1 and L2, and play-based was taken into account

as a strategy that is appealing for children. Then, the information gathered from these authors was organized into different categories. Finally, we designed some tables for each category that were made for two main purposes: 1) for identifying the characteristics that are relevant for this study. 2) for the development of the lesson plans.

Once the categories were established, we designed five lesson plans and their material. Those elements were created to observe how children develop their emergent writing skills while using translanguaging and play-based strategies. In this regard, the materials designed were worksheets, flashcards, posters, and games. After designing those lessons, the implementation of them was carried out by one of the researchers who played the role of the teacher, while the other researcher was observing and video recording the implementation of the five lessons. In the following lines, it is the description of the lesson plan format and charts developed for this research.

### **Figure 9**

#### *Lesson plan format*

<b>Lesson Plan Emergent Writing</b>		
Teacher's Name:	Date:	Grade:
Topic:	Subject:	
Estándares Derechos de Aprendizaje		
Standards Common Core		
Materials		
<b>Categories to analyze</b>		

Emergent Writing	Stage of Emergent Writing Features of writing Writing form: Directionality: Intentionality: Message content: Constructive aspects of emergent writing: Period: Domains of emergent writing Tips for emergent writing
Translanguaging	Translanguaging goal and strategy: Translanguaging pedagogical Strategy:
Play-based	Facet of Play: Type of play: Cognitive ability: Functional abilities: Language abilities:

### Learning Objectives

Emergent Writing	Translanguaging	Play-based
------------------	-----------------	------------

### Learners' Background Knowledge

Initiation
Lesson Development
Closure
Assessment
Differentiated Instruction
Reflection What language strategies children use to convey meaning with their peers and the teacher? (e.g L1, body language) In which stage of the lesson students were more engaged? What aspects of the lesson and particular strategies do you think were most effective and why? Did you make any changes mid-stream in the lesson from your original plan and, if so, why? What would you do differently and why?

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How well did your students meet the lesson's objectives? Reflect on assessment data. What are the appropriate next steps to further your students' learning? Is there a need for additional objective(s)/lesson(s)?

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Comments

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The previous figure is the lesson plan format used for the five lessons, which is constituted in the first part with information such as the teacher's name, grade, date, topic, and subject. Then, there is a section for the Colombian Standards (DBA), Common Core Standards and materials. Next the categories to analyze are emergent writing, translanguaging and play-based; each category has subcategories. This section was filled out based on table 1, table 2, table 3, table 4, table 5, table 6, table 7, and table 8.

For emergent writing the subcategories were: stage of emergent writing, features of writing, writing form, directionality, intentionality, message content, constructive aspects of emergent writing, period, domains of emergent writing, and tips for emergent writing. In the figure below, it is an example of this section filled out with the expected elements to be identified about emergent writing

### **Figure 1**

*Lesson plan 1: categories of emergent writing to analyze*

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<b>Categories to analyze</b>	
Emergent Writing	<b>Stage of Emergent Writing Development</b> <ul style="list-style-type: none"> <li>• <b>Alphabetic principle:</b> words are compound of small units (letters) and each unit has a sound</li> </ul> <b>Features of writing</b>

---

- 
- **Writing form:** conventional letters, memorized words
  - **Directionality:** conventional linear placement, all lines
  - **Intentionality:** Intends message/some letter-sound correspondence
  - **Message content:** photo label word

**Constructive aspects of emergent writing:**

- **Period:** 2

**Domains of emergent writing**

- Conceptual knowledge

**Tips for emergent writing**

- Beginning word and phrase writing
- 

The previous figure corresponds to the categories to analyzed for emergent writing. The next figure includes the categories to analyzed in lesson 1 in terms of transtanguaging, which categories were Translanguaging goal and strategy, and Translanguaging pedagogical Strategy. In the figure below, it is an example of this section filled out with the expected elements to be identified about translanguaging.

**Figure 11**

*Lesson plan 1: categories of translanguaging to analyze*

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Translanguaging	Translanguaging goal and strategy: <ul style="list-style-type: none"> <li>• <b>Cross-linguistic transfer and metalinguistic awareness:</b> bilingual word-wall</li> </ul>
	Translanguaging pedagogical Strategy: <ul style="list-style-type: none"> <li>• <b>Translanguaging to Explorar:</b> bilingual word-wall</li> <li>• <b>Translanguaging to imaginar:</b> modeling the expected product</li> </ul>

---

The previous figure presented how the section of translanguageing categories were filled out for lesson 1, the figure bellow corresponds to the play-based categories to analyzed in lesson 1. The categories were: Facet of Play, Type of play, Cognitive ability, Functional abilities, Language abilities. In the figure below, it is an example of this section filled out with the expected elements to be identified about play-based.

### Figure 12

*Lesson plan 1: categories of play-based to analyze*

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	<b>Facet of Play:</b>
Play-based	<ul style="list-style-type: none"> <li>• <b>Type of play:</b> manipulation game and roleplay</li> <li>• <b>Cognitive ability:</b> the permanence of the object, deferred imitation</li> <li>• <b>Functional abilities:</b> visual and tactile perception, reproduction of models, reproduction of events</li> <li>• <b>Linguistic abilities:</b> verbal decoding, lexical memory, graphic memory.</li> </ul>

---

The following section corresponds to learning objectives which are divided into emergent writing, translanguageing, and play-based, in this section the teacher can stand the aim of the lesson considering the subcategories mentioned in the section: categories to analyze. Alongside, this section permitted the teacher to prompt the learners` achievement regarding emergent writing by using translanguageing and play-based strategies. In the example below, the teacher set the goal of emergent writing by prompting learners to write a list of fruits. Then, as a translanguageing goal the teacher suggest the use of the bilingual word wall for learners to relate the words with the flashcards. For play-based, it is expected that learners participate in a role-play to name the fruits written on their list of the grocery store. Although the researchers were willing to accept the learners' spontaneity during the lessons, the scholars targeted the anticipated



use of the elements of the theory. In this regard, the use of Spanish and the implementation of play were planned for supporting emergent writing development.

### Figure 13

*Lesson plan 1: learning objectives*

Learning Objectives		
Emergent Writing	Translanguaging	Play-based
Children will attempt to write a list of fruits and vegetables	Children will attempt to relate images and words from a bilingual word-wall	Children name their fruits and vegetables during the role play

Next, is the section for learners' background knowledge in which the characteristics of the group are mentioned, including age, number of students, and classroom setting. Next is the section for the description of the lesson which is divided into initiation, lesson development, closure, and assessment. Then, there is a segment for differentiated instruction, where teachers can include specific characteristics of students to consider, if they need curriculum accommodation or support when delivering the instructions or during the sessions.

### Figure 14

*Lesson plan 1: learners' background knowledge*

Learners' Background Knowledge		
Emergent Writing	Translanguaging	Play-based
Pencil Grasp	Commands in L1 and L2 (eg.	Turn-taking

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Recognition of conventional letters	look at, let's play, write)	Game's instructions
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Once all the lessons were conducted, the researchers gathered all the personal and physical data and started the following procedure that will be described in the following section, which is the analysis of the data.

### **Data analysis**

For the current research, instruments such as stimulated recalls, field notes as part of the observations, learners and teachers' artifacts, video recordings and reflective journals were used for collecting the data. The analysis of content was used as a systematic tool for interpreting the data (Ary, et. al, 2010, p. 29). In this regard, the researchers made the analysis of it by using the following elements: transcriptions, open coding, axial coding and selective coding.

1. Transcriptions: with the aim of codifying, grouping, editing, and sharing the information, the reflective journals and the classroom observations including field notes were collected in a written digital form; the students' and teacher's artifacts were photographed, and the video recording of the lessons and the stimulated recalls were transcribed digitally. In this regard, the transcriptions from the videos of the lessons used for the stimulated recalls were transcribed by making the distinction if the action was made by the students or the teacher. The following codes were used:

Individual non-verbal actions made by the students or the teacher: (...)

Teacher: T

The students were named with the letter S and a number: from S1 to S10

All the students in the class: class

The interviewer in the stimulated recall: Entrevistador

The interviewee in the stimulated recall: Docente

2. Open Coding: open coding is when “similar incidents are grouped together and given the same *conceptual label*”, and these concepts are classified into the same categories (Ary, et. al, 2010, p. 465). In this research, after transcribing the videos from the lessons, the stimulated recall, the classroom observations, and the reflective journals, the researchers read the information, established certain statements called **self-explanatory codes**, and grouped the data by similarities between them. The self-explanatory codes are statements that explain behaviors, events, situations, students’ verbal responses and actions, and interactions among the participants, which shared similar characteristics. These self-explanatory codes were chosen since they were repetitive and called the scholars' attention; an example of a self-explanatory code is: “Children did letter-sound recognition in L1 and L2 in oral and written language”. It was necessary to number the lines of the transcriptions so that the researchers could locate specific information or examples in case it was necessary for the data analysis. The artifacts were photographed and grouped by type, meaning that they were classified by teachers’ materials, students’ productions, lesson plans, and posters. The table below shows the self-explanatory codes established by the researchers, according to the three main categories Translanguaging, Play-based, and Emergent Writing.

**Table 9***Self-explanatory codes*

<b>Self-explanatory codes</b>
Students' simultaneous use of L1 and L2 as means of communication with the teacher.
The teacher strength orally on the beginning sound of a word as a strategy for students to complete it.
Alphabetic principle: children did a letter-sound recognition in L1 and L2 in oral and written language.
Facet of play: It was seen certain types of play that develops functional, cognitive and linguistic abilities
There was a simultaneous use of English and Spanish by the teacher in the instruction.
Students' participation and discussion in any language was seen in the lesson
Spontaneous oral participation from students regarding the topic taught
Teachers used warm up, body language, nursery rhymes to introduce a topic and maintaining students' attention
There was a collaborative dialogue between students, while developing the activities
Directionality was seen by students as a writing strategy
It was seen that students did distinction between L1 and L2
There was a distinction between the conventional or unconventional writing stage by students
Teacher's modeling the instructions through the use of written and oral language

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Prior knowledge was checked by the teacher at the beginning of the activities

---

Students did oral repetition after the teacher's speech

---

There were certain activities that intent to assess students' process by the teacher

---

Teacher provided feedback to the students in the activities, by using verbal and non verbal language

---

3. Axial coding: the aim of this step is to develop main categories and subcategories (Ary, et. al, 2010); this means that connections between categories and subcategories were made using the different data collection methods. For this study, the researchers created a chart whose main categories were Translanguaging, Play-based, and Emergent Writing that included some subcategories as shown below.

**Table 10**

*Categories and subcategories to analyzed*

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<b>Categories</b>	<b>Subcategories</b>
<b>Translanguaging</b>	Translanguaging learning outcomes
	Translanguaging as a strategy to lower the affective filter and increase students' confidence
<b>Play-based</b>	Type of play
	The Facet of Play: Cognitive Abilities
	The Facet of Play: Functional Abilities
	The Facet of Play: Linguistic Abilities

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<b>Emergent writing</b>	Stages and Features of Emergent Writing Development
	Constructive Aspects of Emergent Writing
	Domains of Emergent Writing

---

4. Selective coding: Ary et al. (2010) stand that the purpose of this stage is to group all the categories in one theory. For this stage the researchers go through all the data collection methods and highlighted the most recurrent aspects in terms of emergent writing, translanguaging and play-based identified in the theoretical framework and literature review. Then, the most recurrent elements were summarized in self-explanatory codes that were frame in three charts. In order group the information, the researchers design three charts: translanguaging categories, play-based categories, and emergent writing categories. After, the researchers framed the self-explanatory codes in subcategories. In the next lines it is intended to present the three charts designed.

The table below corresponds to the translanguaging categories, which are divided into three columns. The first column refers to the category "*Translanguaging*". The second column has the subcategories translanguaging learning outcomes and translanguaging as a strategy to lower the affective filter and increase students' confidence. The third column has the list of self-explanatory codes that belong to each subcategory.

Table 11

*Translanguaging categories*

	Subcategory	Self-explanatory Codes		
Translanguaging	<b>Translanguaging learning outcomes</b>	Translanguaging to Explorar: Students use L1 and L2 for collaborative dialogue to get information for written products.	<i>ote: Ada pted fro m Gar cía et al. (201 7), Celi c and Selt zer (201 2).</i>	
		Translanguaging to Evaluar: Students use L1 to answer questions about the written products.		
		Translanguaging to imaginar: Students brainstorm and draft their written products by using L1 and L2.		
		Translanguaging to implementar: sharing the written products through a bulletin board.		
		Translanguaging to presentar: Sts were allowed to present their written products in L2 and have them expand on, clarify or further explain, their thoughts in L1.		
		Translanguaging to evaluar: Students use a bilingual picture dictionary to gather words that were included in the written product.		
		Students made letter sound recognition in L1 and L2 and use it in the written products.		he
		Students made the distinction between English and Spanish when writing.		foll
		Students made independent writing by using L1 and L2.		owi
		The use of Spanish to build metalinguistic awareness in the written productions.		ng tabl
<b>Translanguaging as a strategy to lower the affective filter and increase students' confidence</b>	Students felt confident when using Spanish to expand their ideas in their written production.	e		
	The affective filter was low when students were allowed using Spanish in the written productions.	corr espo		

nds to the play-based categories, which is divided in three columns. The first column refers to the

category, play-based. The second column has the following subcategories: type of play, the facet of play: cognitive abilities, the facet of play: functional abilities and the facet of play: linguistic abilities. The third column has the list of self-explanatory codes that belong to each subcategory.

**Table 12**

*Play-based Categories*

<b>Subcategory</b>	<b>Self-explanatory code</b>
<b>Type of play</b>	<b>Type of play developed in the lesson</b>
The Facet of Play: Cognitive Abilities	Manipulation of concrete material and role-play to increase motivation before writing
	Teacher's participation in the game increased sts motivation before writing
	Visual sensory games encourage students to label certain objects of the classroom.
	Manipulation of pictures and sorting allowed students to write about their families
	Challenges when assembling the cubes with letters on them.
	It wasn't expected that the fact of assembling cubes affected the writing process
The Facet of Play: Functional Abilities	Auditory memory and discrimination allow students to write words
	Visual memory and visual discrimination allowed students to recognize the letter in order to write words
	Teamwork allows students to collaborate in written productions
	Students do not have a clear understanding of their role in collaborative games.
	Hand-eye coordination, gripping, spatial orientation, and precision when writing on paper.
	Game with rules; students didn't follow the instruction when writing in the interactive book

**Play-based**



	Students did not have spatial orientation on blank the paper
	Coordination, attention, when participating in the interactive writing
	Visual and tactile game when assembly written words
	Precision when assembly cubes with letters.
The Facet of Play: Linguistic Abilities	Phonemic awareness for writing words
	Verbal decoding, lexical memory, graphic memory for writing.
	Phonemic awareness for writing words
	Verbal decoding, lexical memory, graphic memory for writing.
	Auditory memory and discrimination of sounds allow students to write words
	Visual memory to recognize the sounds in written words
	Auditory memory and discrimination of sounds onomatopoeias for writing
	Invented creativity when writing

*Note:* Adapted from Apprentidys, 2021.

The table below corresponds to the emergent writing categories, which is divided in three columns. The first column refers to the category, emergent writing. The second column has the following subcategories: stages and features of emergent writing development, constructive aspects of emergent writing, and domains of emergent writing. The third column has the list of self-explanatory codes that belong to each subcategory.

**Table 13**

*Emergent writing categories*

Subcategory	Self-explanatory code
<b>Stages and Features of Emergent Writing Development</b>	Phonemic awareness: Children start to identify that each letter has a sound
	Alphabetic principle: Children understand that words are compound for small units (letters) and each unit has a sound
	Directionality: Conventional linear placement on the paper
	Directionality: there were unconventional linear placement
	Children did writing and drawing in the same products as examples of evolution in stages of emergent writing
	The drawing stage was not expected from students; however, it was seen in most of the products.
	Conventional writing: Children may sound most of the syllables or letters in the word
	Drawings: as a first stage of the writing process
	Words are written L2 as they sound in L1
	Negotiation of meaning allows students to develop their metalinguistic awareness regarding both languages.
	Students use their background knowledge of beginning sounds in L1 and L2 in the written productions
	Beginning word and phrase: students build words with the structure of a consonant, a vowel, and a consonant.
	Children can write conventional letters; nevertheless, they write words that are familiar to them as their names
Differentiation of writing and drawing	
Intentionality: some letter-sound correspondence on written productions	
Children show the necessity of writing and drawing in the same products	
<b>Constructive Aspects of Emergent Writing</b>	Children understand the written production rules.
	Children further explain what they wrote orally after the teacher's request
<b>Domains of</b>	Spontaneous writing

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<b>Emergent Writing</b>	Students show their alphabet knowledge in Spanish in their written productions
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*Note:* Adapted from Ferreiro and Teberosky (2006), Rowe and Wilson (2015) Ferreiro (2006), Puranik & Lonigan (2014), Byington and Kim (2017).

Once the information from data analysis was condensed in the previous charts, the researchers started the triangulation process by considering at least three samples from the data collection methods and few authors from the literature review and theoretical framework to contrast phenomena that will be presented as findings in the next chapter.

## **Findings and Discussion**

The previous chapter presented the theoretical basis that supported the research and the methodology that contributed to the design and implementation of this study. In this chapter, the results of this thesis will be presented including its analysis of stimulated recalls, reflective journals, observations with their corresponding field notes, transcriptions of video recordings, and students' artifacts to give a response to the research question and the general and specific objectives.

In order to draw the findings of the current study, the researchers made connections between the information gathered from the theoretical framework, the literature review and the data collection methods. After cross-checking the information, two main topics emerged: 1. Kindergartener's first attempts at written productions in English; and 2. Emergent writing through translanguaging and play-based strategies. In this matter, the next paragraph will present the first main finding of the current research.

### **Kindergarteners' first attempts at written productions in English**

The following lines intend to characterize children's attempts to write productions in L2 by kindergarteners responding to the research question and the objectives of the current study. The findings will be supported by data collection methods that can include stimulated recalls, reflective journals, transcriptions of video recordings, and students' artifacts. In this regard, the first aspect to be analyzed is first attempts at kindergarteners' conventional writing in English.

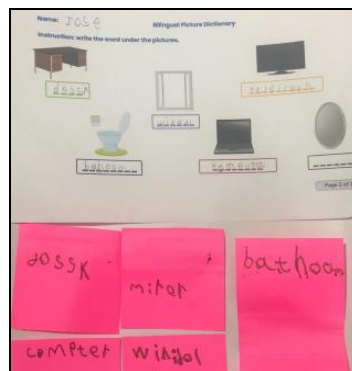
### ***Kindergartener's first attempts at conventional writing in English***

An important aspect that is worth to be mentioned concerning kindergartener's emergent writing is conventional writing, which refers to how children used their knowledge of the sounds of the letters, the letters from the alphabet, and the use of spelling to approach the conventional execution of the alphabet resulting in texts that are comprehensible to adults.

It was observed in this research that the majority of children were able to include letters from the alphabet when writing words, yet, in general, they were not able to make the connection between the sounds of the letters to its graphic representation, resulting in spelling mistakes. The next figure is a representation of this claim; in the artifact, the student was asked by the teacher to write on sticky notes five classroom objects in English: *desk*, *computer*, *mirror*, *window* and *bathroom*. Similar to what was witnessed with the majority of the class, this student did have the capacity of using letters from the alphabet; however, there is no appropriate correspondence between some letters and their sounds, which is demonstrated in spelling mistakes of the written productions in Figure 15.

Figure 15

### ***Student's Artifact lesson 2***



A highlighting point from the previous written classroom objects is that this student wrote words containing three or more than three letters from the alphabet, which was also evidenced in a greater part of kindergarteners. Indeed, this number of letters was used by more than half of children in all lessons whether it was spontaneous writing or copying.

The next excerpt extracted from the teacher's reflective journal from lesson 5 is an additional support confirming students' progress with the use of conventional graphemes. The teacher mentioned that when children wrote their words, they used three or more than three letters from the alphabet.

### **Figure 16**

*Teacher's reflective journal lesson 5*

En la escritura en el tablero tengo en cuenta como su nivel de desarrollo escritural, su nivel de participación y su nivel de seguridad en sí mismos. Por un lado algunos niños en el grupo escribieron más convencional con grafías más convencionales, palabras de más de tres letras y más completas, entendibles de leer por un adulto.

It is important to clarify that when the teacher expresses in Figure 16 that some children in her class wrote more conventional writing with graphemes that adults could comprehend, it did not mean that those words did not contain spelling mistakes. Those written words with more than three letters by kindergarteners, in the majority of the cases, did not achieve spelling goals as the correspondence between the sound and the letter was not developed by a vast number of

children. However, what the teacher did celebrate was the fact that they could develop in a positive way the use of conventional writing with longer words.

This progress made in the appropriation of the alphabet letters was also evidenced in the following stimulated recall from lesson 3, in which researcher 2 asked the teacher (researcher 1) what kind of writing elements were found in the students' works. In Figure 17, the teacher explained that children had knowledge of the letters of the alphabet; they used linear placement, including uppercase and lowercase letters; and they misspelled some words by skipping some letters.

### Figure 17

*Transcription from the stimulated recall lesson 3*

2284	Entendían que escribir, para eso necesitaban las letras, conocían las letras y terminaron
2285	formando sus eh, eh sus palabras, entonces ahí yo podía ver como te digo, evidenciar esas
2286	teorías que que se fue analizando, como consultando, investigando, cómo los niños podían
2287	estar en principios alfabéticos donde uno ve una escritura que es más convencional, que
2288	manejan una línea, que manejan unas features de escritura, que manejan un renglón arriba
2289	abajo, hay uso de mayúsculas y minúsculas, aunque se podían saltar algunas letras...

Through this stimulated recall, the teacher points out how the majority of children started using alphabetic principles; in other words, most students could put into practice the combination of consonants and vowels, beginning and ending sounds of the words and the use of capital and lowercase letters in English; as a result, the students' artifacts of the five lessons included conventional writing that allowed the teacher to read the words even though they had spelling mistakes.

In analyzing these samples, we found that children took advantage of emergent writing abilities to advance conventional writing. In this regard, conventional writing samples from this study includes children's abilities to make the correspondence between letters and their sounds, the use of conventional written words and spelling. Concerning kindergarteners' skills when connecting sounds and letters, Parrado (2014) states in her research project that the first ability that children used when writing a conventional text was the knowledge of letter sounds, and this ability is named "phonemic awareness". Unlike Parrado, who mentions in her findings that phonemic awareness in children was easier when understanding the connection between letter sounds and letters, the majority of students from our research found this letter-sound correspondence difficult; as evidenced in figure 15, most kindergarteners were not able to use this ability of listening to letter sounds and writing the corresponding graphemes. Moreover, Reyes (2006) stated in her case study findings that phonemic knowledge of language was used by children to write conventional text, yet for the current study, it was found that few learners had the ability to use their phonemic awareness in their English written tasks. In general terms, although they knew the letters, they did not correlate their knowledge of the alphabet and the sounds they heard when writing the words.

The fact that children in our research could write words with conventional writing even if they had a letter-sound correspondence hindrance is a normal part of their writing development according to Ferreiro (2006), as the author explains that a conventional use of the alphabet is not necessarily a non-mistaken use of letter sounds. In fact, Ferreiro found that children at this age developed a conventional use of the alphabet more related to legible handwriting, and the appropriate orientation of letters rather than an accurate connection between letters and sounds. Ferreiro's outcomes were identified during the implementation of this project in all the lessons



when children used words with three or more letters from the alphabet along with the conventional use of capitalization and lines when writing words as it was pointed out in Figure 16 and 17.

Lastly, we found that in order to reach conventional writing, the majority of children wrote words that are understandable for adults, but with some spelling mistakes. Midgett and Philippakos (2016) conducted a case study with a bilingual girl, in which they attempted to answer how the girl used her literacy abilities to strengthen emergent writing. Similar to our findings, the results from their investigation indicated that she tried to approach orthography rules, yet she had spelling issues. As expressed by the teacher (researcher 1) in Figure 17, students showed knowledge of the alphabet and had the capacity of forming words even if they were missing letters in their written productions.

The second aspect of first attempts of conventional writing in English is drawing as a complement of conventional writing in English, which will be approached in the following lines.

### ***Drawing as a complement of conventional writing in English***

One last finding referring to first attempts of children's writing in English is how children included drawings in their written products as a means of writing. It was found that the majority of children in the five lessons used drawing as a complement to their written work to express their ideas. In that sense, the next figures taken from transcriptions of the lessons, students' artifacts, and teachers' reflective journals will support this finding by providing examples.

The first figure is an example of how the majority of learners used drawing as a complement to their written task in all lessons, being this artifact from lesson 3 an evidence of this claim. Here, students were asked to write a collaborative book that included the front cover and the story. Indeed, Figure 18 shows how the child demonstrated that he was familiar with conventional writing when putting down the name of the book, the names, and the sound emitted by the animal (sheep) in box four; nonetheless, when writing the story, the child used drawing as a complement of his English written production.

**Figure 18**

*Student's artifact lesson 3*



In fact, the previous artifact exemplifies that although this group of kindergarteners had knowledge of conventional writing when they design the front cover of their collaborative group, drawing was still used as a graphic representation of their written samples when they created the story of the book.

The fact of using drawing as a complement of conventional writing is also observed in the next figure, which belongs to lesson 1. Here, the teacher (researcher 1) reflected upon drawing as a graphic representation used by children to complement their English written works.

### **Figure 19**

*Teacher's reflective journal lesson 1*

Como docente siempre hay una intención, en este caso era provocar o promover que el niño finalmente llegara a la escritura, como lo enmarca el adulto convencionalmente. Así que pude darme cuenta que los niños hicieron una producción gráfica donde se enmarca el dibujo también como grafía en sus producciones.

The teacher in this lesson presented the topic “At the grocery store” where children were expected to write a grocery list. When the teacher affirms that the graphic production of learners was a drawing, this is additional evidence to support what children did in all lessons: although the teacher promoted conventional writing by using graphic symbols, the majority of students use drawing as another way to express themselves.

In the sample above, the teacher realized that students did drawing as a graphic representation, as well as letters, to complete the task regarding the fruits and vegetables they wanted to include in their grocery list. In this case, it is relevant to highlight that when the

teacher mentions the use of drawings by children, she addresses how drawing is used by them as another graphic representation of writing productions.

This claim is also evident in the transcription of the video recording from lesson 5 illustrating how the majority of students wanted to include drawing in their conventional writing productions.

### Figure 20

*Transcription from the video recording lesson 5*

3270	T: (she approaches the student S10 and she takes a picture of the piece of paper) ¿listo? Oh my
3271	God, that's <u>nice!</u> . (she approaches student S8 and she takes a picture of the piece of paper Very
3272	good, excellent job!
3273	S10: Teacher. Teacher dame... Teacher, ¿puedo hacer el dibujo de la abeja?
3274	T: Of course you can draw as well.

In lesson 5, children were given some words and were asked to make spontaneous writing regarding the words they had referring to bugs. In this excerpt, it was seen that the student asked the question “*Teacher, ¿puedo hacer el dibujo de la abeja?* ”; the question was made after the student built a sentence regarding what the bee does. In this sense, this sample exemplifies how the majority of children use drawing as a complement of their conventional writing.

Through the analysis of the previous samples, it was found that drawing is a complement of children's written productions at this age. In the same way, scholars Ferreiro and Teberosky (1999) pointed out through their findings that drawing might be used by children as a

complement to their written products. In the same line, Ferreiro (2006) claims in the findings from her article about emergent writing development that it is expected that children from 5 years old make a distinction between iconic (drawings) and non-iconic marks (random letters or numbers), and also points out that children from this age use drawing as a complement to writing as it was observed in Figure 18, where the students include in their productions both drawing and conventional writing. Similarly, Snow et al.(2015) stood, in their findings from their study, five categories of writing that might be observed in children's emergent writing products, and drawing was highlighted as the first category. Just as observed in our research when the student asked the teacher in Figure 20 if he could make the drawing of the given animal to complement his writing, Snow et al. also found that children from 5 to 6 years old included drawing as an alternative to express their thoughts while writing.

The previous paragraphs embrace children's first attempts at written productions in English. The following lines correspond to the second finding which refers to emergent writing through translanguaging and play-based strategies.

### **Emergent writing through translanguaging and play-based strategies**

Through the following paragraphs it is intended to approach emergent writing through translanguaging and play-based strategies by kindergarteners responding to the research question and the objectives of the current study. The findings will be supported by data collection methods that can include stimulated recalls, reflective journals, transcriptions of video

recordings, and observation journals. In this regard, the first aspect to be analyzed is translanguaging as a strategy used by kindergarteners to develop emergent writing.

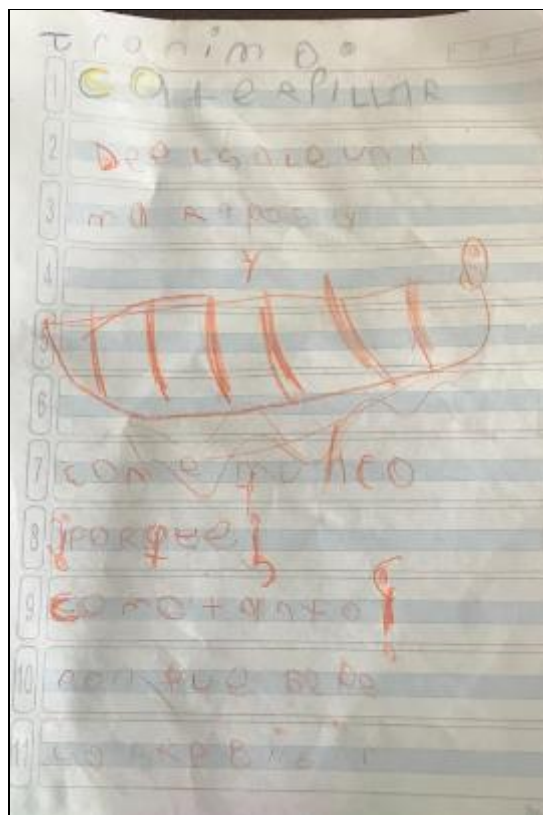
***Translanguaging as a strategy used by kindergarteners to develop emergent writing***

From the beginning of this study, translanguaging was considered a pedagogical tool that the teacher allowed in the classroom to support children's emergent writing since the use of Spanish permitted children to complement their thoughts about what they wrote in English. In this regard, the samples that will be presented below, endorse how the majority of learners from this study used translanguaging to further explain their thoughts in Spanish regarding the words they wrote in English.

The next artifact is an example of how the majority of children were able to write words in English and provide more information in Spanish about it. It is observed that a child wrote the name of a bug (caterpillar) in English, and then, he provided some facts he knows about this animal in Spanish.

**Figure 21**

*Student's artifact lesson 5*



The previous artifact exemplifies that although children have the ability to write in English, they use Spanish as a resource to add details to their written production; most importantly, they use the tools they have to continue writing.

In this line of conceiving Spanish as a pedagogic tool to enhance written production, in the next excerpt from the stimulated recall from lesson 3, the teacher points out that even if children were familiar with English, they were allowed to use both languages to support their written samples. Indeed, during the implementation of the five lessons, the teacher encouraged

children to write in English, but also in Spanish if necessary, and it was found that the majority of them took advantage of L1 to expand their ideas.

## Figure 22

*Transcription from the stimulated recall lesson 3*

2345	Unos niños que ya vienen con un proceso, acoplados, muy familiarizados con esta segunda
2346	lengua. Que ellos vieran que era válido también su escritura, sus respuestas en inglés y en
2347	español. Ahí podía, pude constatar además del translanguaging, viendo inglés y español cómo
2348	podían apoyarse para la producción de los niños. Pude ver una herramienta, una estrategia de

The teacher highlighted that L1 and L2 were not used as isolated languages by children, but with a dependent connection. As a matter of fact, translanguaging is considered to be a useful strategy through which kindergarteners could feel comfortable with since it was conceived as a key support for their writings.

This non-judgmental use of Spanish can be also observed in the following transcription in which the teacher does not ban the use of L1 when a student asks if he is allowed to use it.



### Figure 23

*Transcription from the video recording lesson 5*

3212	S10: Teacher, si el animal lo escribí en inglés ¿También tengo que escribir lo que hace en
3213	inglés?
3214	T: ¿Tú como lo quieres escribir?
3215	S10: ¡En español es más fácil escribir!
3216	T: En español es más fácil, dale. Pero cuéntame algo muy, muy, muy interesante de esa... ¿Qué
3217	fue lo que te tocó?
3218	S10: La bee.

This access to writing in Spanish was present in all lessons, and a great number of students felt confident to use it as a writing support to expand their ideas. As expressed by the student in Figure 23, he wanted to provide more details about the animal he wrote in English, but he found it easier to add information in Spanish. In fact, the majority of students in the five lessons used L1 to add information to their written samples.

In analyzing the previous samples, we learned that kindergarteners were able to write words in English, but when they had previous knowledge about a topic and did not know how to write it in L2, they took advantage of Spanish to give further information as it was observed in Figure 21. To support this idea, Arias (2017) found in his doctoral thesis that when both kindergarten and primary teachers permitted the use of English and Spanish, students could feel at ease to express their previous knowledge in L1 to provide further information about the given topic. Additionally, García, Johnson & Seltzer (2017) stated in their findings that translanguaging learning strategies enhance learners' use of their entire linguistic repertoire and background knowledge for learning. Likewise, González et. Al, (2018) conducted a research in Colombia with kindergarten students; the authors highlighted in the findings from their research that translanguaging enhances the use of Spanish as a bridge for the acquisition of English.

Furthermore, the authors mentioned that the use of Spanish has a meaningful impact as a supporting tool for children's bilingual education; as they were exposed to a translingual pedagogy, it was natural for them to use both English and Spanish languages to build knowledge in the classroom. With respect to our research, since both languages were allowed in children's written samples, the use of L1 was particularly helpful to children as a means to provide deeper information about what they wrote in L2 as evidenced in Figure 22. Indeed, it was observed that when children were asked to add details to their English written samples, they used Spanish, for it was easier for them to provide information through this language (Figure 23). Akin to García & Kleifgen (2020), who found that translanguaging allowed learners to discuss their productions in their different repertoires so that they could feel comfortable in their literacy acts, we could observe in our research that translanguaging increases emergent bilinguals' confidence to discuss, perform, and express themselves.

The aim of the following lines is to provide findings in terms of play-based used by children as a tool to develop emergent writing skills.

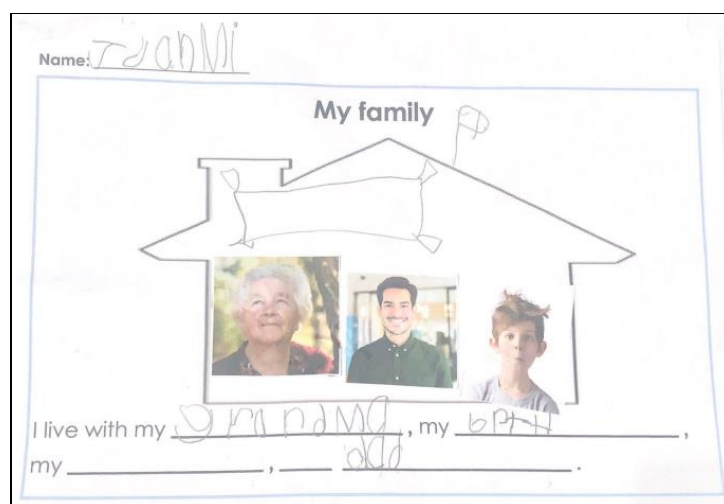
### ***Play-based as a learning tool used by kindergarteners to develop emergent writing skills***

In the five lessons conducted through this research, it was found that the majority of children developed their fine motor skills through play before performing their written tasks. The next artifact is used to exemplify that when children are involved in a play-based activity that strengthens their fine motor skills, their writing performance is improved. The sample below is from lesson four where children participated in a haunting game of images. They were asked to

look for images on the floor that represented their family members. Then, they had to grasp the images from the floor and glued them in the worksheet. In this regard, in the five lessons, children were involved in games when they had to use their fine motor skills to grasp objects and use manipulative tools and stationary materials before writing.

### Figure 24

*Student's artifacts lesson 4*



As it was described above, the play-based activity used in lesson 4 allowed children to exercise their fine motor skills since this game required students to previously turn pages from magazines, cut and paste figures in order to label in a written form the collected family members. Certainly, the majority of learners reinforced their fine motor skills, for the five lessons included the use of manipulatives as it will be also evidenced in the next sample corresponding to the observation journal from lesson five in which children were expected to play by assembling cubes to form words.

**Figure 25***Observation journal lesson 5*

Play-based Strategies	<p>The teacher showed the students a Ziploc bag with some cubes with letters on it and she asked them:</p> <p>T: ¿Qué tenemos aquí?  S3: Letras  T: ¿Qué podemos hacer con estas letters?</p> <p>T: ¿Qué vamos a hacer con estos cubos?  S2: Vamos a unir los cubos para formar palabras</p> <p>I can observe that some children assemble the cubes quickly and others require more time. Some of them had shorter words and others longer words; however, it was not only because of the length but also because they had to use their fine motor skills to figure out how to assemble the cubes. Additionally, the bag had an extra letter</p>
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The researcher described how children's performance was not only about the length of the given word, but also about the skillfulness of assembling the cubes. This type of play based activities in which all participants had to first use their hands and fingers to later achieve their written tasks were part of all five lessons aiming to develop their fine motor skills. As a matter of fact, in the previous sample, the researcher indicates that this play-based activity demanded students to assemble as a way to work on the children's fine motor skills, and children's performance in the game depended on their skillfulness at assembling the cubes.

An additional support for this finding is taken from the teacher's reflective journal in lesson 1, which illustrates how play-based was used by the majority of kindergarteners as a learning tool to develop emergent writing skills since they built up their fine motor skills while manipulating objects and participating in a role-play.

**Figure 26***Teacher's reflective journal lesson 1*

La actividad de juego de roles, al usar el teléfono, y el manipular las figuras plásticas, motivó y enganchó a los niños para seguir atentos y emocionados, a participar en la escritura de la lista de la compra. Eso fue muy positivo de la actividad.

In this opportunity, the teacher reflected upon the positive aspects of this activity towards the use of manipulatives and how children kept motivated and enthusiastic in the process of writing the grocery list. In this sense, learners used manipulatives in the roleplay and then utilized stationary material when writing the grocery list.

Through the excerpts before, it could be observed that in the five lessons conducted for this research project, the majority of learners were involved in play-based activities that included fine motor skills to develop emergent writing skills. To support this finding, Palacios (2016) carried out a case study in which it was spotted that fine and gross motor skills were potentialized by playing since children might develop both their physical distress while playing and their manipulative strength when writing as evidenced in Figure 24 when children play the hunting game in which they had to collect images in the hall and grasp the image from the floor, and then paste the images to create a collage and label the family members.

Furthermore, regarding the use of manipulatives to enhance fine motor skills, Roessingh (2019) found out that activities in which children had to use their fine motor skills improved their coordination and precision of the muscles in their hands, which are necessary for writing. Likewise, it was observed in Figure 25 that participants developed their hands' abilities when assembling the cubes to build a word in English. Lastly, Kasonde (2013) carried out dissertation research whose findings demonstrated that 50% of the games analyzed involved manipulating objects; even though games did not involve writing, they allowed learners to warm up for writing. In the same way, the Figure 26 proves that the role-play carried out as a warm up game activity included the manipulation of figures to enhance children's performance when writing the grocery list.

This chapter presented the findings in terms of kindergarteners first attempts of writing productions in English and emergent writing through translanguaging and play-based strategies. In the next chapter, the researchers will draw conclusions from this research.

## Conclusions

The conclusions of this thesis will be formulated according to the research question as well as the findings that were categorized and analyzed in the previous chapters. In that sense, Emergent Writing, Translanguaging, and Play-based were analyzed in the light of students' and teachers' artifacts, and in the last paragraph, certain ideas are presented regarding the methodology of this project and the implications of the implementation of the lessons.

It was seen by the researchers that the format that they provided to the learners for writing impacted their writing performance. For instance, when the teacher handed out a worksheet with no lines, most learners used this worksheet for drawing and writing. On the contrary, when the teacher provided worksheets with lines on them, most learners made conventional writing.

It was found that children were in different stages of writing development (Ferreiro and Teberosky, 1999) although they were the same age and part of the same kindergarten classroom. For instance, a few children made drawing when they were asked to write. The average of learners made conventional writing in the written tasks. Many learners made conventional writing in their written samples. The majority of learners used conventional writing in their written samples, including drawing as a complement.

The implementation of translanguaging was demanding for the teacher because L1 was utilized for scaffolding L2. Translanguaging in the English classroom was a challenge for the teacher since it requires the anticipated use of Spanish from the students and is not a source of

translating content. In this regard, L1 was employed to support the writing process of children in English by allowing them to use their entire linguistic repertoire in their written products.

The implementation of translanguaging allowed students to express themselves and build their confidence (Garcia & Kleifien, 2020). Since translanguaging is an approach that permits the use of any language in the English classroom, it was observed that learners were comfortable using L1 and L2 during the lesson either for speaking or writing.

Play-based strategies had a positive impact on children's emergent writing development in English. The games proposed in the lessons included abilities such as games with manipulatives, symbolic play, coordination, attention, visual memory, auditory discrimination, and gripping proposed by Garon et al. (2002) and Filion (2015). Consequently, the abilities previously mentioned allowed learners to successfully perform their written tasks because they used in advance some skills that are required for writing while engaging in learning through play.

The teacher's role in the game as a participant increased students' motivation and participation. Based on play-based theory (Palacios, 2016), play is an innate component used by children for learning and socializing; as result, students identified the teacher as a participant having a role in the game; they were willing to interact with her as a gamer and not only as a teacher. In this respect, students were engaged with the lesson, and they felt that writing was part of playing rather than a task.

Planning the use of translanguaging and play-based allowed the purposeful use to support students' emergent writing activities. The lessons were planned to foster learners' writing process



by using games to engage them and develop certain abilities through play. Additionally, the use of Spanish by the students was thought of as increasing participation in the writing process. However, these elements varied throughout the lessons, for change and flexibility were allowed despite having an established lesson plan format due to students' spontaneity, curiosity, rhythm, attention span, and interactions between them.

There was an articulation between emergent writing, translanguaging, and play-based as a complement to enrich the teacher's practices and students' process of learning content through English and Spanish. It is essential to understand the theory and practice behind what is appropriate for kindergarteners and their development when considering play and emergent bilingual practices. This means, that the theoretical framework and the literature review from our thesis were thought specifically for 5 to 6 years old children. Similarly, the instructional design of our research was thought on theories regarding emergent writing, translanguaging, and play-based that were accurate for kindergarten children who belong to a school that encourages their emergent biliteracy development.

We also want to highlight the importance of reading and listening skills involved in children's emergent writing development. Although those skills were not a target objective in this project, it was found that they were sources used by the learners to support the writing process. In that sense, aspects such as phonemic awareness stated by Foorman et al. (2016) in L1 and L2 were considered in this study as it was easier for children to understand the connection between letter sounds and letters in both languages. Additionally, reading decoding ability was used by students to connect their Spanish background comprehension of alphabet knowledge

(Puranik and Lonigan, 2014), and letter-sound correspondence (Rowe and Wilson, 2015) for understanding content in English.

In addition, regarding the characteristics of this population, we highlight that due to their background knowledge, students taking part in a pre-k course in this bilingual school had more English linguistic resources and better performance. In that line, students were able to have a better comprehension of the teacher's commands and showed some knowledge of vocabulary.

It is relevant to have time management planning to articulate all the elements in one lesson. The implementation of the lessons implied the research in theories and strategies of types of play and translanguaging as well as the preparation of material like manipulatives, writing material, posters, worksheets, among others. This is because each of the steps was established to include emergent writing, translanguaging, and play-based in every single class, not as isolated processes but as strategies that converge in the classroom.

Using self-explanatory codes, designed by the researchers as codes, it was more efficient to group all the elements that compound the categories represented in the students' and teacher's artifacts; in the end, they were used for the analysis of the results.

As the last insight, the articulation of elements in the lesson plans such as learners' background knowledge, standards from the Colombian Derechos Básicos de Aprendizaje, Common Core Standards, materials, learning objectives, assessment, and differentiated instruction allowed the implementation of these lessons apart from leading the teacher's performance to achieve the pursued objectives and the research questions of this project. In the

following lines, we will provide recommendations for future research regarding the bilingual educational field of kindergarten learners.

## Recommendations

In this chapter, we will provide some recommendations that correspond to the field of emergent writing in a kindergarten bilingual context, professional development, national policies, and the conception of children in society. These suggestions are the results of our reflections as researchers, insights of the theoretical search, and personal experience in the implementation of the lessons, all this to cooperate and enrich pedagogical processes in our country.

Firstly, it is relevant to consider the teachers' necessity to be trained in trendy pedagogical strategies that include Spanish teachers and English teachers in the same curriculum. For instance, including translanguaging as a pedagogical strategy will give continuity and will allow English and Spanish languages to converge in the classroom. If teachers and stakeholders have the training in this new pedagogical strategy, the use of Spanish as a first language might become a representative tool to learn a second language.

Moreover, this research was focused on how translanguaging and play-based strategies supported children's emergent writing development; that is why, we suggest for future research to spot the analysis of the role of the teacher and how the teaching practices impact students learning process. Topics such as collaborative dialogue, teachers' modeling instructions, teachers' role in the game and assessment might be a matter of study for scholars in this field.

In order to obtain an understanding view of emergent writing, translanguaging and play-based, we advise conducting research that cover the elements that were not developed in our research; for instance, for emergent writing development, the Syllabic Hypothesis stage, the

Message Content feature, Periods 1 and 2 from constructive aspects, and the Conceptual and Procedural Knowledge from the Domains of Emergent Writing would require further studies to be developed. Concerning translanguaging, how teachers and students can differentiate and adapt by using L1 and L2 in the classroom will boost the information already provided by this project, but, unfortunately, it was not witnessed in our lessons.

Another connotation that called our attention relates to the emotional and social aspects involved in games. It would be recommendable to have deeper studies related to the psychological aspects which were not a matter of analysis for this project. Although play-based instruction is a wide frame to be covered in terms of cognitive, linguistic, social, emotional, and motor skills, the implementation of the lessons was not focused on social and emotional abilities, which could be topics of further investigation.

Concerning bilingual education, it is necessary to develop more studies regarding bilingualism in early childhood since in our search, we found that higher ages are on the spot, and the studies mainly focused on secondary education. Consequently, early childhood teachers from private and public schools lack guidelines for designing suitable curriculums that accomplish the expectations established for MEN in Colombia regarding bilingual education. Consequently, further research must be conducted to explore bilingual education in early childhood in Colombia to bust literature about this field, context, and population.

We also want to recommend the importance of reading ability involved in children's emergent writing development. This might be a source used by learners to support the writing process; in that sense, reading as a decoding ability can support students to establish connections between their Spanish background comprehension of alphabet knowledge (Puranik and Lonigan,

2014), and letter-sound correspondence (Rowe and Wilson, 2015) to understand content in English.

It is also paramount to view children as social actors who had a role in society, intending to recognize their rights, their position, and their holistic development. Along with this, all the lessons implemented in the current research positioned the child in a starring role in their integral development. As a result, we included play-based in our lessons to respond to an “Actividad Rectora” national policy for early childhood students (El Juego en la Educación Inicial, 2014). In consequence, we encourage our colleagues to include games with a pedagogical purpose in their practices considering five types of play suitable to be implemented in kindergarten classrooms, which were provided in our study.

In brief, some aspects of emergent writing, translanguaging and play-based were not developed in this investigation due to time, age and other contextual items that might be of great significance in future qualitative interpretative research to foster emergent writing learning and teaching strategies in the classroom. In addition, the theoretical and methodological presented and adapted in this thesis project as well as the created pedagogical material may contribute to the interest of teachers and the benefit of students.

## **Implications**

Considering that this research project took into account the needs of kindergarten learners from a bilingual private school, it is intended that the findings of this study contribute to future research that seeks to enhance the emergent writing skills of 5 to 6 years old bilingual children through the implementation of translanguaging and play-based strategies. Below you will find the description of relevant documents employed in this research.

### **Charts incorporating emergent writing development, translanguaging strategies, and facets of play-based**

When we started the process of conducting this research, we aimed to inform about children's emergent writing development and increase public awareness about this issue; in consequence, we gather information from previous theories that pursue a similar purpose. In this regard, we would like to contribute to this field of study by sharing the charts that summarize the principal categories of this research project.

The first chart includes the stages of emergent writing development (see table 1) proposed by Ferreiro and Teberosky (1999) that provides formal aspects of written production of children of 5 and 6 years old. The second chart includes the features of emergent writing (see table 2) by Rowe and Wilson (2015); features such as writing forms, directionality, intentionality, and message content are addressed in this chart. The third chart is a compound of the constructive aspects of emergent writing (see table 3) proposed by Ferreiro (2006), which offers an understanding of the meaning that children provide to their written productions.

The next chart provides the domains of emergent writing (see table 4) by Puranik & Lonigan (2014), and the examples were taken from a study carried out by Byington and Kim (2017). This chart articulates the children's emergent writing skills. The fifth chart includes the tips for emergent writing (see table 5) by Byington and Kim (2017). The chart shows some tasks that could be carried out with children according to a specific stage of emergent writing development. The next chart (see table 6) is a set of pedagogical strategies provided by García et al. (2017), which can be implemented by teachers depending on the purpose of the task.

Subsequently, a chart is developed bearing in mind some translanguaging goals (see table 7) provided by Garcia and Wei (2014) as well as some strategies provided by Celic and Seltzer (2012). It is relevant to mention that the strategies and examples used in the chart were focused on writing activities since it was the interest of this study. Lastly, the chart of facets of play (see table 8) was proposed by Garon et al. (2002) and adapted from web page *Apprentidys, 2021*. This chart provides a summary of the ESAR system, which describes the four types of play and the skills that can be addressed. To review, the previous information is presented for future research in the field of bilingual education, particularly, for early childhood education.

### **Lesson Plan format enhancing emergent writing skills through the use of play-based and translanguaging strategies**

When we were developing our instructional design, we intended to approach an instrument that incorporates the main categories that lead our project. Hence, we designed a lesson plan format (See appendix No. 2). The first section of the format includes the teacher's name, date, grade level, topic, and subject. The next section follows the writing standards for



both early childhood education in Colombia and Common Core as requested by the school we work in.

Concerning writing skills, it is divided into three categories and each category has its subcategories. The first category is emergent writing, whose subcategories are stages of emergent writing, features of writing (includes writing form, intentionality, directionality, and message content), constructive aspects of emergent writing (includes period), domains of emergent writing, and tips for emergent writing. The next category is translanguaging, whose subcategories are translanguaging goal and strategy, and translanguaging pedagogical strategy. The last category is play-based whose subcategories are type of play, cognitive ability, functional ability, and language ability.

The next subdivision of the format is based on emergent writing, translanguaging and play-based as well as the learning standards. After, there is a section for writing the learners' background knowledge required for achieving the learning objectives of the lesson. The following segment includes the description of the lesson through initiation, lesson development, closure and assessment. Then, there is a division for differentiated instruction, so teachers can write the things to consider based on the particularities and specific needs of their group. Finally, there is a segment for reflection and comments. In the reflection part, there are some questions to ponder about the lesson such as: (1) What language strategies do children use to convey meaning with their peers and the teacher? (2) In which stage of the lesson students were more engaged? (3) What aspects of the lesson and particular strategies do you think were most effective and why? (4) Did you make any changes mid-stream in the lesson from your original plan and, if so, why? (5) What would you do differently and why? (6) How well did your students meet the

lesson's objectives? (6) What are the appropriate next steps to further your students' learning? Is there a need for additional objective(s)/lesson(s)?

### **Lesson Plans incorporating emergent writing skills through the use of play-based and translanguaging strategies**

In order to gather information about students' emergent writing development and how the use of translanguaging and play-based strategies contribute to students' learning process, we designed five lesson plans that include a topic, standards of early childhood education in Colombia, Common Core Standards, the categories to be analyzed, learning objectives and the description of the lesson.

Lesson 1 (see appendix No.3) was drawn upon the topic of 'plants and people'. For the emergent writing learning outcome, it was expected from learners to write a list of fruit and vegetables. The goal from translanguaging was that children attempt to relate images and words from a bilingual word-wall, and as a play-based goal, the learners had to name fruits and vegetables during a role-play. In lesson 2 (see appendix No. 4), as an emergent writing goal, the children had to write and label six items from the classroom. The translanguaging goal was to relate images and words from a picture dictionary, and the play-based objective was to rearrange the labels of the classroom objects.

In lesson 3 (see appendix No. 5), the topic of the lesson was 'farm animals', and, as an emergent writing goal, the students were elicited to collaborative write and illustrate books about farm animals. As translanguaging learning objective, the learners had to present their books in

L2 and further explain their thoughts in L1, and as the goal for play-based was to build an illustrated book about farm animals through the game's story past. For lesson 4 (see appendix No. 6), the topic was 'my family ', and, as an emergent writing learning objective, the learners attempted to write and label the family members in a collage. For translanguaging, children had to label family members' picture cards in L1 and L2, and the aim of play-based was to match the corresponding image with each name through a hunting game.

Finally, the topic of lesson 5 (see appendix No. 7) was 'bugs'; for emergent writing, children had to spontaneously write simple sentences and label a bug's name. For translanguaging, they were encouraged to spontaneously write a sentence in the language they preferred, and, for play-based, they were asked to assemble linking cubes in order to build a bug's name in L2. Putting all together, the lessons previously mentioned were designed with the purpose of including the three main categories that lead the research project and providing future researchers interested in similar topics with a set of tools that might be of their concern.

To sum up, this project consists of enriching information including theoretical perspectives, literature reviews and lesson plans that are suitable for kindergarten teachers and scholars who are interested in early childhood bilingual education; in fact, the insights found in this project are at the service of our colleagues as a contribution to the pedagogical field in Pereira and Colombia.

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