

STIMULATION OF PRACTICES WITH EMERGENT LITERACY WITH STUDENTS IN THE INITIAL YEARS OF LITERACY

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Abstract

Introduction: In Brazil, there are few studies developed with emergent literacy and its impact on the development of reading and writing in students in the initial stage of literacy. *Objective:* to verify the educational effectiveness of a stimulation program with emergent literacy practices with students from the 1st and 2nd year of Elementary School. *Methods:* 20 students from the 1st and 2nd year of Elementary School participated in this study, distributed in two groups, GI composed by 10 students, 05 students from the 1st year and 05 students from the 2nd year submitted to the stimulation program and GII composed by 10 students, 05 students from the 1st year and 05 students from the 2nd year not submitted to the program of stimulation. All students were submitted to the application of the Cognitive-Linguistic Skills Assessment Protocol for students in the initial stage of literacy before and after the application of the stimulation program. The GI students were submitted to the application of the stimulation program with emergent literacy practices, consisting of 8 collective sessions with the presentation of the 8 books from the Stories Collection for the Development of Rhyme and Alliteration. *Results:* Both groups showed improvement in cognitive-linguistic performance, but the GI had a greater amount of skills developed. The GI students submitted to the stimulation program with emerging literacy showed better performance in skills considered predictors for the development of reading, such as copying forms, picture dictation, syllable segmentation, word dictation, word repetition, alliteration, rhyme, repetition of numbers in reverse order and rapid automatic naming of digits, while students from GII, not submitted to the stimulation program with emergent literacy, also showed better performance in skills considered predictors for the development of reading, such as copying forms, dictation figures and segmentation of syllables. *Conclusion:* The fact that GI students showed improvement in metaphonological skills is consistent because the focus of the stimulation program carried out was precisely to develop skills related to the proper use of the letter-sound conversion mechanism. The choice of stories used to carry out the program contained facilitating factors for the development of reading and writing. However, the students from the GII, who did not undergo the stimulation program with emerging literacy, also showed better performance in skills considered predictors for the development of reading, such as copying shapes, dictating pictures and segmenting syllables, showing that the improvement of the students from the GI in these skills cannot be attributed to the program, since the school also offered educational strategies in the classroom that enabled students to develop these skills.

Keywords: *Literacy, learning, reading, emergent literacy.*

1. Introduction

Literacy is a social construction, mediated by language, therefore, it is characterized by being inseparable from cultural and linguistic practices, as well as power relations in specific contexts (Gillen and Hall, 2003). In this way, literacy is molded and developed in the individual due to the different experiences that will be established throughout life (Gomes and Lima Santos, 2004).

Literacy intervention should occur in Early Childhood Education, when literacy is treated in the educational context, it assumes a new concept, the concept of emergent literacy, which is characterized by being a process based on experiences, practices and happiness with written language, which when positive, allow the development of speaking, reading and writing skills in the Early Childhood Education period (Dougherty, 1999; Smith et al., 2002; Roskos et al., 2003).

With the advent of the COVID-19 pandemic, social isolation was imposed as a measure to prevent and reduce the spread of the virus and, among these measures, in addition to the closure of many educational

institutions, the suspension of face-to-face classes and remote teaching were implemented (Camacho et al., 2020; Joaquim, Menezes, & Anna, 2020). In this view, this study aimed to verify the educational effectiveness of the stimulation program with emergent literacy practices with students in the 1st and 2nd year of Elementary School I.

2. Methods

This study was approved by the Research Ethics Committee of the home institution (4,862,668). This is a prospective cross-sectional cohort study, consisting of a convenience sample. The study included 20 students aged 6 to 7 years and 11 months from the 1st and 2nd years of Elementary School I of a Brazilian municipal public school with lower-middle socioeconomic status, distributed in:

Group I (GI): 10 students, of both genders, aged between 6 years and 7 years and 11 months, with five students from the 1st year and five students from the 2nd year submitted to the stimulation program.

Group II (GII): 10 students, of both sexes, aged between 6 years and 7 years and 11 months, five of which were in the 1st year and five in the 2nd year not submitted to the stimulation program.

All students in this study underwent the Cognitive-Linguistic Skills Assessment Protocol for Students in the Initial Literacy Phase (Silva and Capellini, 2019) in a pre- and post-testing situation for the application of the Emerging Literacy Practice Stimulation Program. The stimulation program consisted of 8 books from the Stories Collection for the Development of Rhyme and Alliteration (César, Santos and Capellini, 2019) carried out in alphabetical order with groups of 5 students.

3. Results

Figure 1. Performance of Students in the Cognitive-Linguistic Skills Assessment Protocol pre and post stimulation program of literacy.

SUBTESTS	Categories	GROUPS					
		I			II		
		Freq.	Perc.	Sig. (p)	Freq.	Perc.	P value
EDHPRE	1	0	0,00%	> 0,999	2	20,00%	0,317
	2	6	60,00%		4	40,00%	
	3	4	40,00%		4	40,00%	
EDNPOS	1	0	0,00%	0,102	1	10,00%	0,180
	2	6	60,00%		4	40,00%	
	3	4	40,00%		5	50,00%	
EASPRE	0	1	10,00%	0,034*	1	10,00%	0,046*
	1	1	10,00%		1	10,00%	
	2	1	10,00%		0	0,00%	
EASPOS	3	7	70,00%	0,034*	8	80,00%	0,046*
	2	1	10,00%		2	20,00%	
	3	9	90,00%		8	80,00%	
CFPRE	1	3	30,00%	0,317	2	20,00%	> 0,999
	2	7	70,00%		7	70,00%	
	3	0	0,00%		1	10,00%	
CFPOS	1	0	0,00%	0,317	1	10,00%	> 0,999
	2	7	70,00%		5	50,00%	
	3	3	30,00%		4	40,00%	
DPPRE	0	4	40,00%	0,066	2	20,00%	0,034*
	1	2	20,00%		3	30,00%	
	2	3	30,00%		4	40,00%	
DPPPOS	3	1	10,00%	0,034*	1	10,00%	0,023*
	0	4	40,00%		2	20,00%	
	0	3	30,00%		2	20,00%	
DFPRE	1	0	0,00%	0,317	3	30,00%	> 0,999
	2	4	40,00%		4	40,00%	
	3	2	20,00%		1	10,00%	
DFPOS	0	3	30,00%	0,317	0	0,00%	> 0,999
	2	0	0,00%		2	20,00%	
	3	7	70,00%		6	60,00%	
DN PRE	1	1	10,00%	0,317	3	30,00%	> 0,999
	2	5	50,00%		3	30,00%	
	3	4	40,00%		4	40,00%	
DN POS	1	2	20,00%	0,317	3	30,00%	> 0,999
	2	4	40,00%		3	30,00%	
	3	4	40,00%		4	40,00%	
RASPRES	0	3	30,00%	> 0,999	2	20,00%	> 0,999
	1	0	0,00%		2	20,00%	
RASPOS	1	0	0,00%	> 0,999	3	30,00%	> 0,999
	2	3	30,00%		3	30,00%	
RAOAPRES	0	3	30,00%	> 0,999	1	10,00%	0,317
	1	0	0,00%		1	10,00%	

SUBTESTS	Categories	GROUPS					
		I		Sig. (p)	II		P value
		Freq.	Perc.		Freq.	Perc.	
		3	10	100,00%	9	90,00%	
RAOAIPOS		3	10	100,00%	10	100,00%	
		0	6	60,00%	6	60,00%	
LPPRE		1	1	10,00%	0	0,00%	
		3	3	30,00%	4	40,00%	
		0	3	30,00%	3	30,00%	0,083
LPPPOS		1	1	10,00%	3	30,00%	
		2	1	10,00%	0	0,00%	
		3	5	50,00%	4	40,00%	
		0	6	60,00%	6	60,00%	
LPPPRE		1	0	0,00%	1	10,00%	
		2	1	10,00%	0	0,00%	
		3	3	30,00%	3	30,00%	0,083
		0	3	30,00%	3	30,00%	0,083
LPPPOS		1	0	0,00%	4	40,00%	
		2	1	10,00%	0	0,00%	
		3	6	60,00%	3	30,00%	
		0	1	10,00%	2	20,00%	
RPRE		1	1	10,00%	0	0,00%	
		2	7	70,00%	7	70,00%	
		3	1	10,00%	1	10,00%	0,102
		1	0	0,00%	1	10,00%	
RPOS		2	2	20,00%	7	70,00%	
		3	8	80,00%	2	20,00%	
APRE		0	4	40,00%	5	50,00%	0,063

SUBTESTS	Categories	GROUPS					
		I		Sig. (p)	II		P value
		Freq.	Perc.		Freq.	Perc.	
		1	1	10,00%	1	10,00%	
RPOS		2	2	20,00%	4	40,00%	
		3	7	70,00%	5	50,00%	
		0	0	0,00%	1	10,00%	
RNPPRE		1	1	10,00%	0	0,00%	
		2	2	20,00%	1	10,00%	
		3	7	70,00%	8	80,00%	0,317
		1	0	0,00%	1	10,00%	
RNPPPOS		2	2	20,00%	1	10,00%	
		3	8	80,00%	8	80,00%	
		0	1	10,00%	4	40,00%	
RHOIPRE		1	5	50,00%	4	40,00%	
		2	2	20,00%	2	20,00%	
		3	2	20,00%	0	0,00%	0,034*
		1	2	20,00%	7	70,00%	
RHOIPOS		2	6	60,00%	2	20,00%	
		3	2	20,00%	1	10,00%	
RANFPRE		0	0	0,00%	1	10,00%	
		1	2	20,00%	3	30,00%	0,102

SUBTESTS	Categories	GROUPS					
		I		Sig. (p)	II		P value
		Freq.	Perc.		Freq.	Perc.	
		1	1	10,00%	1	10,00%	
		2	5	50,00%	2	20,00%	
		3	0	0,00%	2	20,00%	
		0	0	0,00%	1	10,00%	
APÓS		1	1	10,00%	3	30,00%	
		2	3	30,00%	4	40,00%	
		3	6	60,00%	2	20,00%	
		0	2	20,00%	3	30,00%	
SSPRE		1	0	0,00%	1	10,00%	
		2	4	40,00%	3	30,00%	
		3	4	40,00%	3	30,00%	0,024*
		1	0	0,00%	1	10,00%	
SSPOS		2	1	10,00%	3	30,00%	
		3	9	90,00%	6	60,00%	
		0	2	20,00%	2	20,00%	
DSPRE		1	1	10,00%	0	0,00%	
		2	2	20,00%	5	50,00%	
		3	5	50,00%	3	30,00%	0,102
		1	0	0,00%	2	20,00%	
DSPOS		2	3	30,00%	4	40,00%	
		3	7	70,00%	4	40,00%	
		0	0	0,00%	1	10,00%	
RPPRE		1	2	20,00%	0	0,00%	
		2	5	50,00%	5	50,00%	0,025*
		3	3	30,00%	4	40,00%	0,157

SUBTESTS	Categories	GROUPS					
		I		Sig. (p)	II		P value
		Freq.	Perc.		Freq.	Perc.	
		2	5	50,00%	3	30,00%	
		3	3	30,00%	3	30,00%	
		1	1	10,00%	3	30,00%	
RANFPOS		2	3	30,00%	1	10,00%	
		3	6	60,00%	6	60,00%	
		1	5	50,00%	6	60,00%	
RANFPRE		2	4	40,00%	4	40,00%	
		3	1	10,00%	0	0,00%	
		1	3	30,00%	3	30,00%	0,025*
RANFPOS		2	3	30,00%	5	50,00%	0,059
		3	4	40,00%	2	20,00%	
		1	3	30,00%	3	30,00%	
MMFPRE		2	4	40,00%	4	40,00%	
		3	3	30,00%	3	30,00%	
		1	0	0,00%	2	20,00%	
MMFPOS		2	6	60,00%	4	40,00%	0,102
		3	4	40,00%	4	40,00%	0,157

4. Discussion

The fact that the students in GI showed improvement in metaphonological skills (rhyme, alliteration, and syllabic segmentation) is coherent because the focus of the stimulation program was precisely to develop skills related to the proper use of the letter-sound conversion mechanism, thus developing the phonological pathway for reading development; this is because the choice of stories used for the program contained facilitating factors for reading and writing development (Ellis, 1998; Alves, 2012).

However, among the GII students who did not undergo the emergent literacy stimulation program, they also showed better performance in skills considered predictors for reading development, such as copying shapes, dictating figures, and segmenting syllables, showing that the improvement of the GII students in these skills cannot be attributed to the program, since the school also offered educational strategies in the classroom that enabled the students to develop these skills.

4.1. Implications and limitations

The number of subjects in this study was small, which may be a limiting factor for the generalization of its findings, however, this is one of the first Brazilian studies with emergent literacy, which in this way may contribute to the need to discuss these practices in classroom.

The fact that there were no statistically significant levels in the reading subtests or in the other subtests of the protocol used for evaluation in the two moments of the study does not invalidate the importance of these findings. On the contrary, it reinforces the need to carry out new studies with a greater offer of stimulation with emergent literacy, in order to verify the occurrence of changes in the performance of cognitive-linguistic skills of students in the initial phase of schooling as a result of more frequent stimulation and longer duration of the proposed activities.

5. Conclusion

The data from this study revealed that GI students submitted to the stimulation program with emergent literacy showed better performance in skills considered predictors for the development of reading, such as copying shapes, dictating pictures, segmenting syllables, dictating words, repeating words, alliteration, rhyme, repeating numbers in reverse order, and fast auto naming of digits.

We emphasize that the fact that the GI students showed improvement in phonological skills (rhyme, alliteration, and syllable segmentation) is consistent, because the focus of the stimulation program carried out was precisely to develop skills related to the proper use of the letter-sound conversion mechanism, therefore, development of phonological route for the development of reading.

However, among the students from the GII, also showed better performance in skills considered predictors for the development of reading, such as copying shapes, dictating pictures and segmenting syllables, showing that the students' improvement of GI in these skills cannot be attributed to the program, since the school also offered educational strategies in the classroom that enabled students to develop these skills.

The study also highlights more than an educational problem, since the COVID-19 pandemic resulted in the blocking of access to school and increased a gap in the exposure of the little ones to emergent literacy practices in Early Childhood Education, reconfiguring the education system, society and consequently demonstrating that speech-language pathology professional, both from a clinical and educational perspective, is necessary, mainly to combine the areas of Education and Health.

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