

ABSTRACT

A Case Study: Tracing the Emergent Literacy of a Three Year Old Girl in an Early Childhood Care and Education Centre

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This instrumental case study analysed how a three-year-old girl acquired emergent literacy skills in a high-quality, developmentally appropriate preschool environment. It sought to demonstrate how teachers create the environment and facilitate routines that aid in the development of these skills. Data were collected through observations of the subject's interactions with her teachers and her peers. The study focused on the areas oral language development, vocabulary acquisition, and knowledge of the alphabet. Findings showed that the child was able to grasp these emergent literacy skills through storybook episodes, and through interacting with the environment, her peers, and her teachers. Emergent literacy activities were embedded in her everyday activities. It was found that the child was able to conceptualize emergent literacy constructs through developmentally appropriate settings, materials, experiences, and social support, which encouraged the early forms of literacy to emerge.

Keywords: Early childhood care and education; Case studies; Literacy; Preschool children; Trinidad and Tobago