

Running Head: KINDERGARTEN ENGLISH LANGUAGE LEARNERS AND LITERACY DEVELOPMENT

Abstract

The objective of this action research project was to investigate the best practices in teaching reading to Kindergarten English Language Learners at the researchers' school site. A review of the existing research and literature provided information about what specific needs English Language Learners have in learning to read. It was revealed that varying research suggests that English Language Learners need direct phonemic awareness and phonics instruction as well as oral language and vocabulary development when learning to read. Two different reading intervention templates were used with nine kindergarten English Language Learner students and data was collected through pre and post tests, and a daily data collection notebook. One template was based on the Triumphs (Hasbrouck, J. E. & Dole, J. A., 2007) program of direct instruction and the other program was based on the sheltered instruction Treasure Chest (Echevarria, J. & Bear, D.R., 2007) program. Both classroom kindergarten teachers were also interviewed before and after the programs to determine their opinions about best practices and their students' performance. Analysis of the results show that adding oral language and vocabulary practice does not detract from these students' ability to learn phonemic awareness and phonics skills but it does not conclusively increase vocabulary learning either. Effectiveness of all instructional activities is discussed. The researcher suggests opportunities for further study.