

The background of the slide is a composite image. On the left, there is a close-up of a woman wearing a leopard-print hijab and glasses, looking down. On the right, there is a man with a beard reading an open book. The text is overlaid on a white rectangular area in the center.

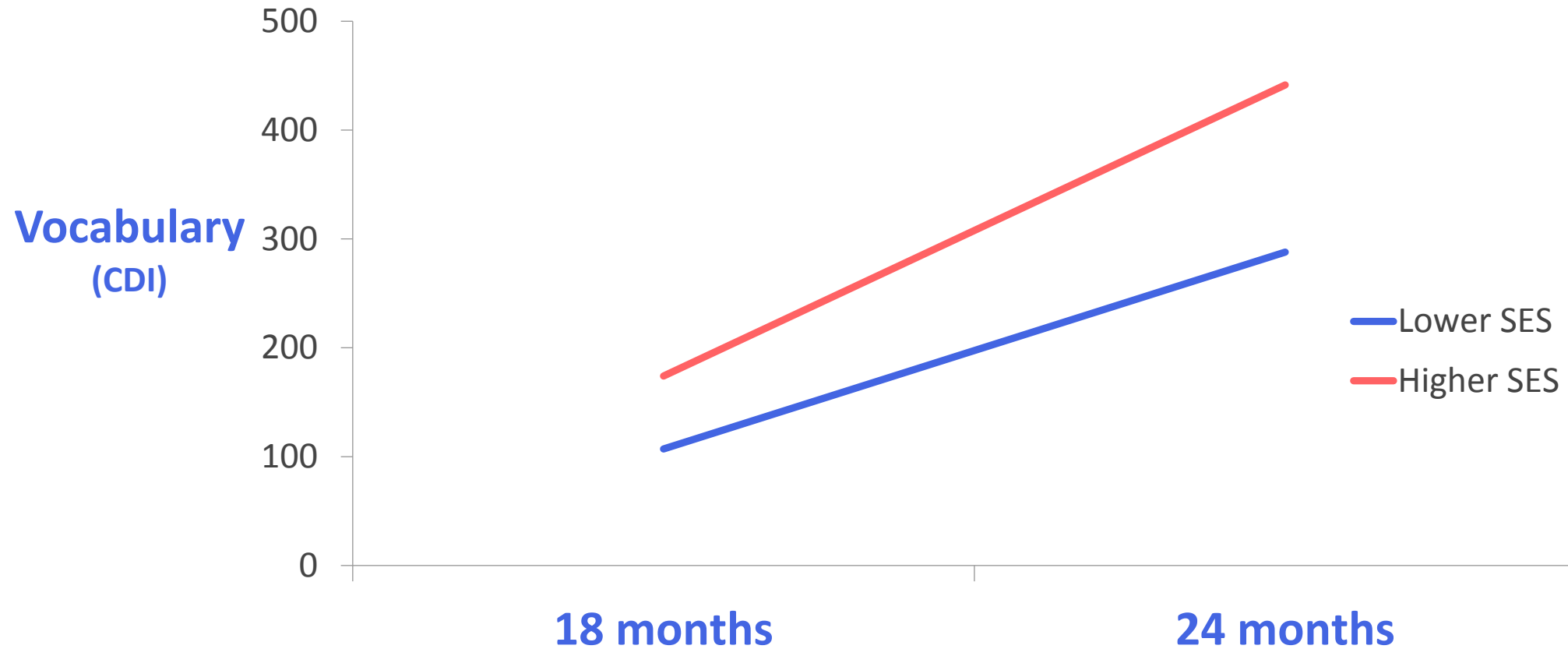
Supporting shared reading in multilingual contexts

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SEALCC, Stirling, May 2019



Language and SES



Important factors in resilience

Parenting quality



Nursery attendance

Early book sharing

Four bags are given to every child in Scotland

- **Baby Bag**
- **Toddler Bag**
- **Explorer Bag**
- **P1 Family Bag**

“I would never have even thought of reading to my baby I never read to my first two until I got the pack”

Better Beginnings scheme (Barratt-Pugh & Roll, 2015)



Bookbug Bags



Bookbug Baby Bag

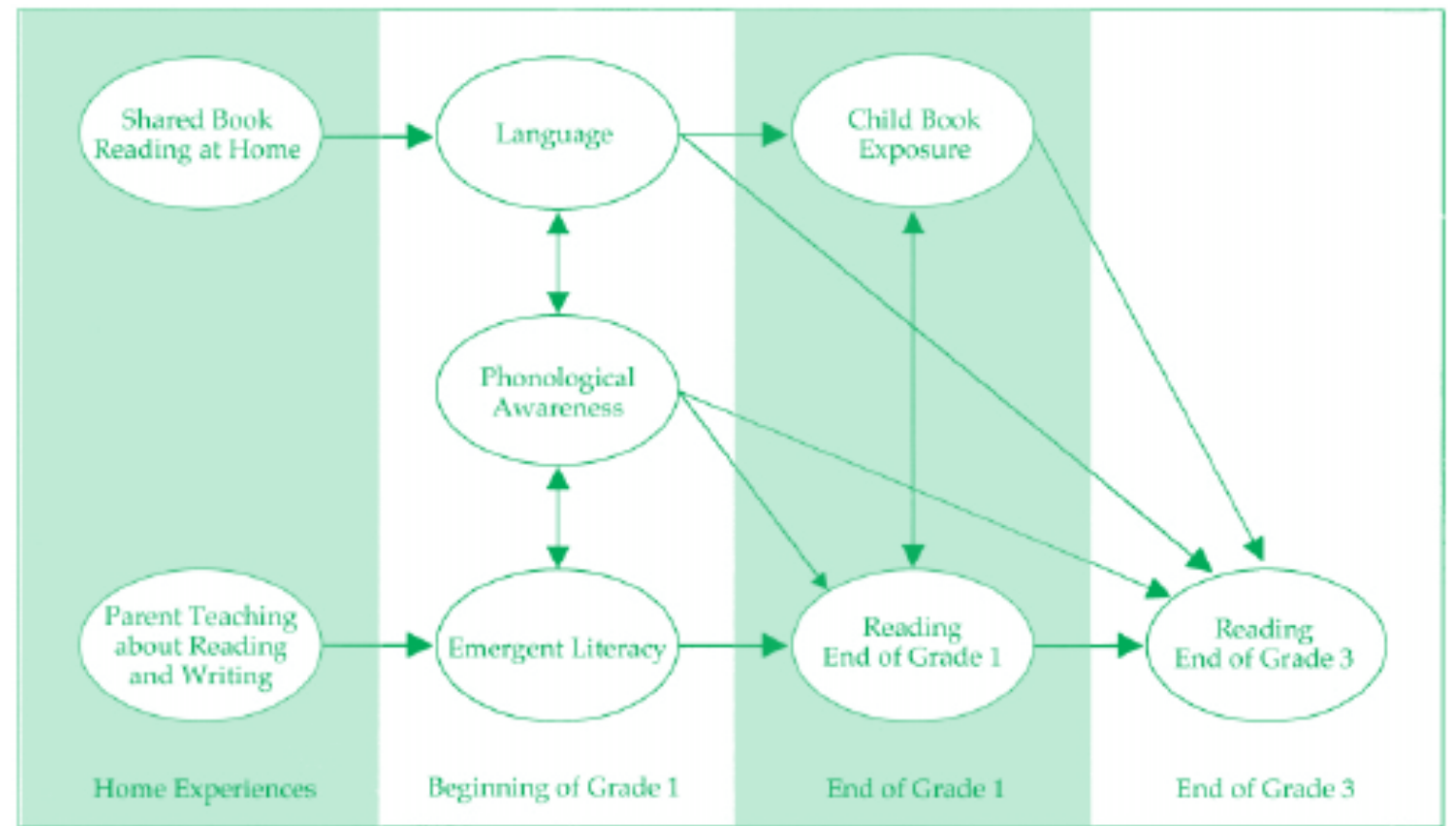
- given out by health visitors at 3-5 weeks



What do we know about the benefits of early book sharing?

Extensive benefits have been claimed for later cognitive development such as:

- Vocabulary development
 - Flack et al (2018)
- Language development
 - Grolig et al (2019)
- Reading skills
 - Sénéchal & LeFevre (2002)



What do we know about the benefits of early book sharing?

Extensive benefits of shared reading have been claimed for later well-being such as:

- Parent-child bonding
 - Barratt-Pugh & Rohl (2015)

- Behavioural regulation
 - Morgan et al (2015)





Why are there benefits of early book sharing?

Importance of joint attention in infant vocabulary learning

→ Farrant & Zubrick (2012)

Richer vocabulary used in shared reading than in conversation alone

→ Montag et al (2015)

More complex grammar in shared reading than in child-directed speech

→ Noble et al (2018)





More complex grammar in shared book reading

→ **Subject–Predicate** utterances (both a subject and a single lexical verb)

→ He ate the cake

→ She's running

→ They posted her the letter

More common in talk during shared storybook reading than in child-directed speech during toy play

→ **Complex utterances** (grammatical constructions containing TWO lexical verbs)

→ I know that you love doing puzzles

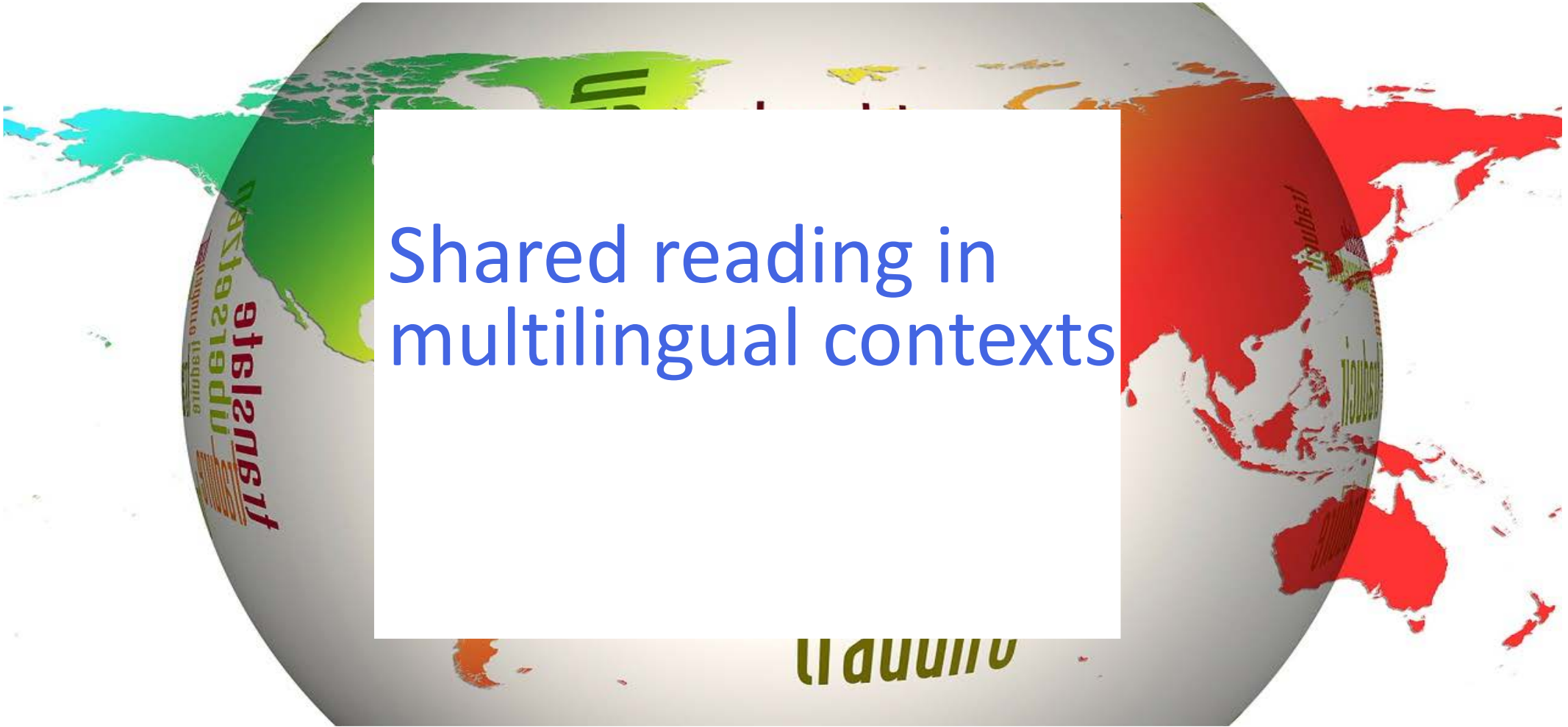
More common in talk during shared storybook reading than in child-directed speech during toy play

How you share books is important

Dialogic reading strategies

- techniques such as pointing, providing definitions or asking children questions as you read significantly influences the number of new words children learn
- Flack et al (2018)





Shared reading in multilingual contexts



Lack of information

Mainstream student teacher/practitioner confidence is low (Anderson et al, 2016)

- *'I am uncertain where to start and how to build them up to an acceptable level of English'*
- *'I have had no training on this at all so the list is huge'*

Research evidence from EAL populations is scarce

- Existing literature tends to come from the USA

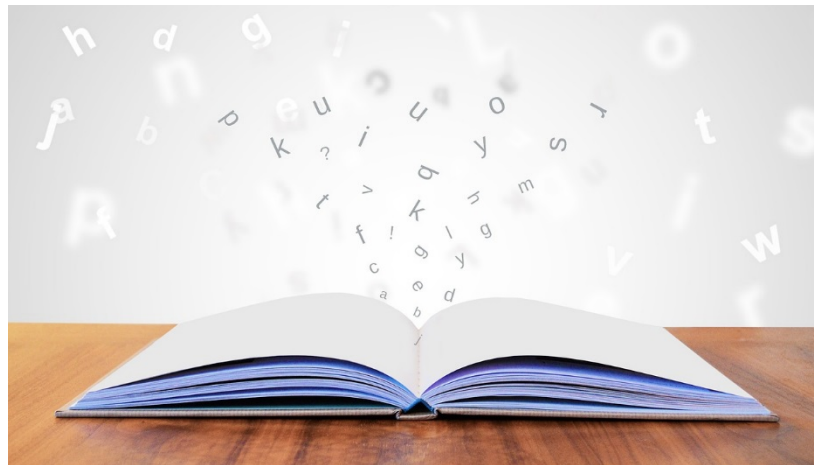




Shared book reading interventions with English learners

Meta-analysis shows an overall positive effect of shared reading interventions on the English language and literacy skills of EAL children

- the majority of studies examine low SES families in the USA whose first language (L1) is Spanish
- the age range of the children is wide < 12 years





Areas of benefit for preschool EAL learners

English Vocabulary

- home storybook reading produced gains for EAL children with L1 Spanish or Hmong (Roberts, 2008) or Chinese (Yeung & King, 2016)
- maternal book reading increased vocabulary for EAL children with L1 Asian or Spanish languages (Feng, Gai, & Chen, 2014; Sims & Coley, 2016).

English Oral Language

- Frequency of book reading has been linked to
 - length and complexity of narrative and syntax produced to a picture sequence for Indian EAL children (Kalia, 2007))
 - English narrative macrostructure (e.g. story grammar elements, character development, story cohesion) for EAL children with L1 Spanish (Bitetti & Hammer, 2016))

English Emergent Literacy

- Frequency of English book reading has been linked to
 - stronger pre-school concepts about print and phonological awareness in India (Kalia, 2007)
 - syllable awareness and word reading skills in Hong Kong (Yeung & King, 2016).



Language for sharing books?

English-only

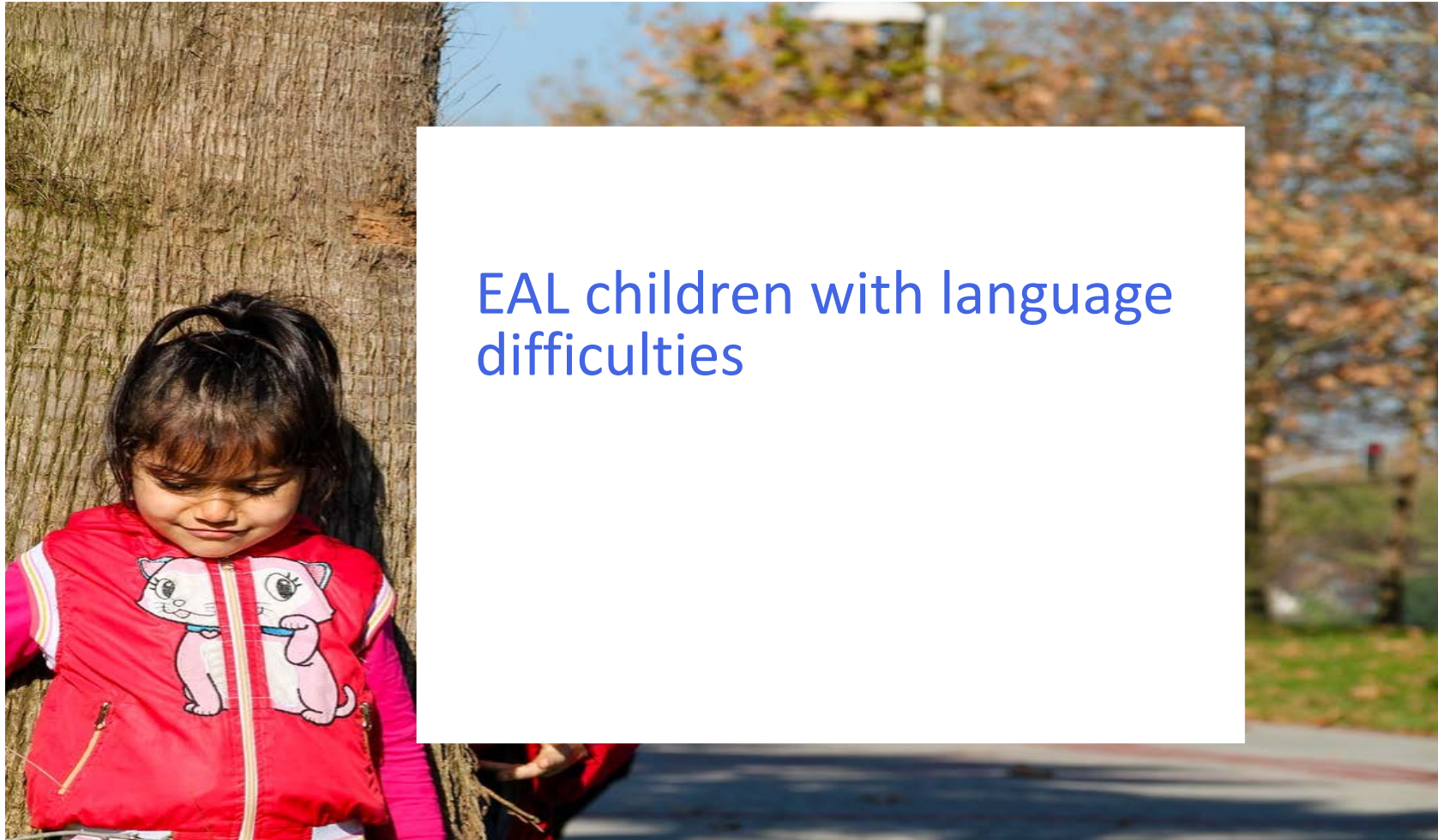
- Subtractive bilingualism (Cummins, 1986)
 - disrupted family interactions if other family members communicate more fluently in L1 (Fillmore, 2000)
 - loss of potential cognitive or occupational advantages of bilingualism (e.g. Bialystok, Abutalebi, Bak, Burke, & Kroll, 2016)
- Adverse impact on cultural identity and psychological well-being
 - suggests society does not value L1 heritage (Anderson, Anderson & Sadiq, 2017)
- Maintains misconceptions that non-English input from the L1 has negative consequences for English learning (Sims & Coley, 2016)

L1-only

- establishes a rich conceptual base and higher-level interaction with parents fluent in L1, which will be transferable to English vocabulary learning (Roberts, 2008; Quiroz, Snow & Zhao, 2010)
- there are better ways of establishing the English oral language proficiency necessary for later text level comprehension skills

Mixture of L1 and English

- Additive bilingualism (Cummins, 1986)
 - developmental & cultural benefits of promoting bilingual vocabulary acquisition (Anderson et al., 2017; Méndez et al, 2018)





EAL book sharing and language difficulties

- L1 interactive picture books showed benefits for English vocabulary (Ijaba, 2015)
- L1 storybook reading using specific language scaffolding techniques had positive impact on both L1 and English vocabulary and narrative language development (Durán, Hartzheim, Lund, Simonsmeier & Kohlmeier, 2016)
- Lack of availability of L1 books can be a particular barrier for EAL children with language impairment (Ijaba, 2015)

A close-up photograph of a young child with light brown hair, wearing a pink top, looking intently at a book. The background is blurred, showing a person in a dark blue shirt. A white rectangular box is overlaid on the left side of the image, containing the title text.

EAL shared reading in practice

Culture

Beliefs about literacy/education

- Lack of engagement may reflect unfamiliarity with the education system (Kauffman, 2001) or with availability of pre-literacy activities and library resources (Hammer, Miccio, & Wagstaff, 2003)
 - educators can be viewed as high in status (Bermudez & Marquez, 1996)
 - parents may not see any point in reading to infants and reading to young children may be restricted to moral development through religious stories (Reese & Gallimore, 2000)
 - the parent's role may be viewed as protective and nurturing rather than taking responsibility for learning activities (Brooks- Gunn & Markman, 2005)
 - the child may be expected to observe and listen during learning exchanges in contrast to the style favoured in L2 schooling (Casper, 2009)



Culture

Multicultural ethos

- Culturally relevant materials, bilingual books (written in two languages) and books written in languages other than English promote better engagement (Souto-Manning, 2016)
- Bilingual staff and signage ease communication (Kauffman, 2001).
 - Qualitative evidence supports the importance of an inclusive atmosphere, where parents low in English proficiency can communicate in their L1 with other parents and facilitators (Zhang, Pelletier, & Doyle, 2010)
- High engagement can be achieved by producing meaningful books based on family stories and experiences (Boyce et al., 2010)





Practice

Variation in book sharing skills

- EAL practitioner/researcher-implemented reading strategies produced gains for English vocabulary and L1 narrative skills using:
 - dialogic shared reading (Hermanns, 2010)
 - rich explanation (i.e. multiple exposures with explanatory definitions, gestures, using word in context) (Collins, 2010))
 - extra-textual talk (i.e. explicit meaning and code-related talk around text) (Gámez, González, & Urbin, 2017)

- Dialogic training in English book sharing for parents:
 - increased child participation in reading activities and in L1 language skills but no differences in L2 vocabulary (Park, 2006).
 - no intervention effects in a small-scale study (Chow, McBride-Chang, & Cheung, 2010)
 - increased English expressive vocabulary (Brannon & Dauksas, 2014)



Practice

Emotional barriers

- Parents can be anxious or self-conscious about shared reading activities in English due to their low level of oral proficiency (Caesar & Nelson (2014))
- Maternal foreign language reading anxiety has been shown to have an adverse effect on the child's English vocabulary knowledge and on the child's own foreign language reading anxiety (Chow, Chui, Lai & Kwok, 2017)





Home

→ Low income

- can prevent families from owning many literacy materials, reducing engagement with home literacy activities.
- even when financial resources are available, the availability of L1 books can be poor (Roberts, 2008)

→ Low literacy

- lack of literacy materials matched to the literacy levels of parents who may not be fluent readers in either L1 or English can also lower engagement (Caesar & Nelson, 2014).
- Parents' own literacy practices strongly influence the home literacy environment (Leseman & De Jong, 1998) and can predict oral language development in both English and the L1 as well as L1 print knowledge (Farver et al, 2013)



Home

Older siblings

- Collaborative play such as “playing school” provides personally meaningful learning experiences for the younger children (Gregory, 2001).
- Older children have been found to scaffold learning for younger siblings through shared reading in English
- Sibling involvement may reflect a lack of L1 reading materials in the home or else siblings may stand in for parents who are less familiar with English (Farver et al, 2013).





Home

Interactive feedback (Preece & Levy, 2018)

- Parent's enjoyment of shared reading was related to their perceptions of their child's enjoyment of the activity.
- Certain cues from children were picked up well (e.g. sustained attention, smiling, laughing, labelling, pointing)
- Parents often needed support in interpreting other cues (e.g. a young child hitting a book or pushing it away)



Supporting shared reading in multilingual contexts

culture

- Draw upon culturally familiar pedagogical practices
- Be culturally responsive
- Respect and value

practice

- Listen to families and work collaboratively
- Build on strengths
- Resources
- Become a reflective practitioner

home

- Recognise different reading practices/customs
- Develop parents' confidence
- Resources
- Encourage families to build language and literacy into daily life





The LALco network:

a collaborative information and research resource

Dr Lynne G. Duncan & Dr Sarah McGeown

www.LALco.org.uk



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