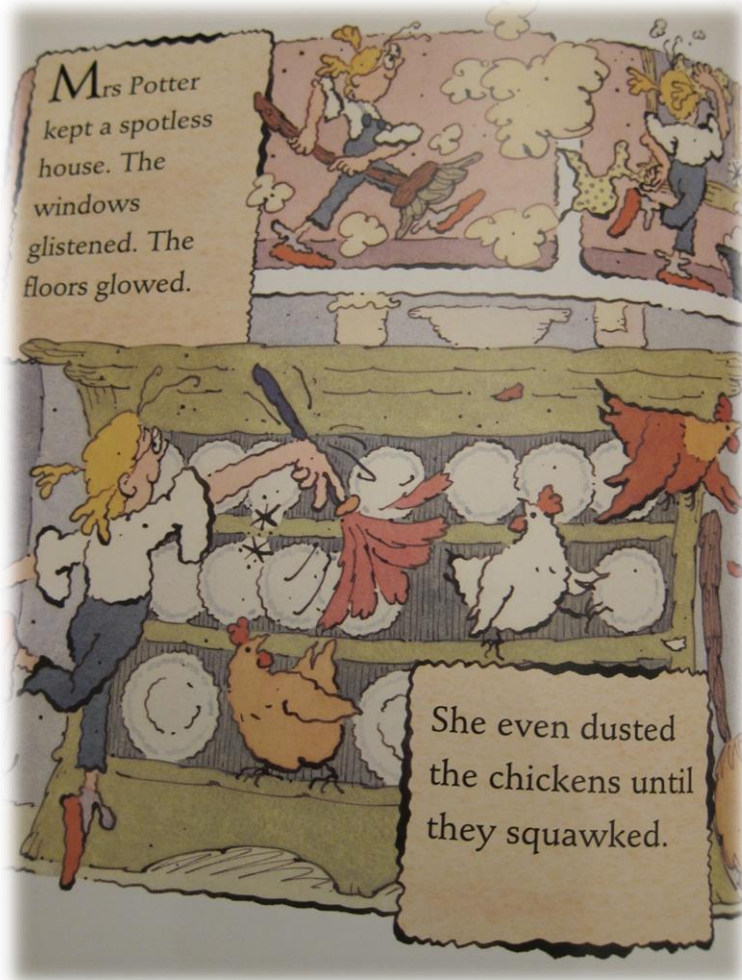


FACILITATING ENGLISH LANGUAGE LEARNING IN THE EARLY YEARS

如何引導和培養幼兒英文學習能力？

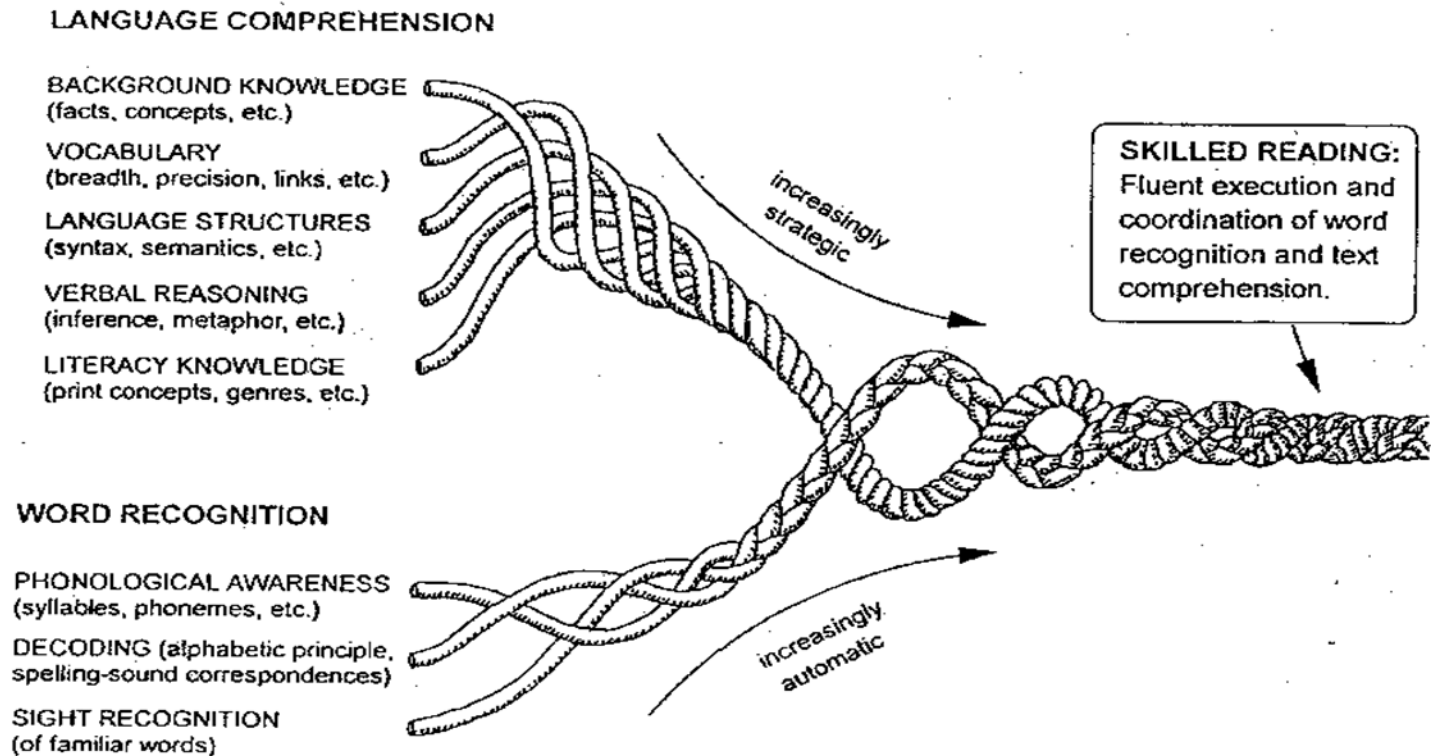
Carrie Lau
劉姬莉

Through the lens of a reader



What is involved in reading?

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Why vocabulary?

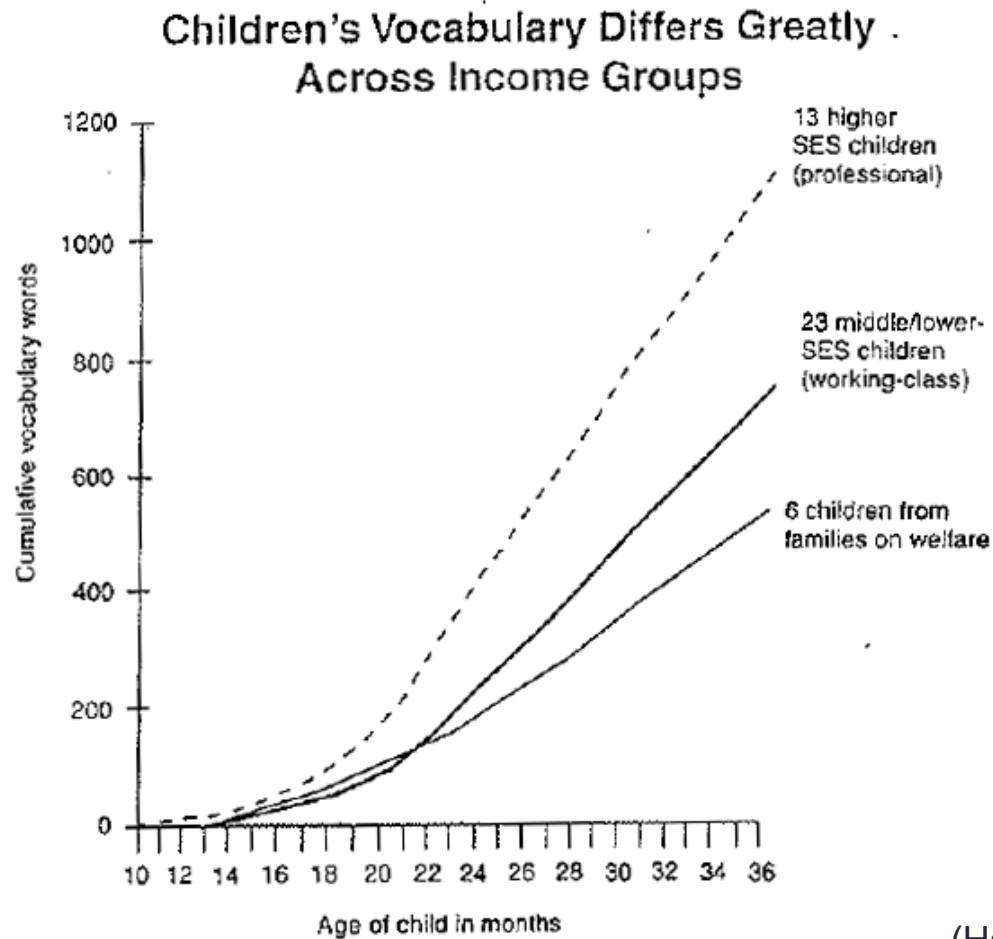
- Vocabulary is linked to reading, comprehension and academic achievement.
- Vocabulary size in the early years predict reading comprehension and language abilities in later grades.



The shift from *learning to read* to *reading to learn*

(Cunningham & Stanovich, 1997; Metsala & Walley, 1998; Scarborough, 2001; Storch & Whitehurst, 2002; Walker, Greenwood, Hart & Carta, 1994; Whitehurst & Lonigan, 1998)

Differences in vocabulary emerge early



(Hart & Risley, 1995)

Differences in the quantity and quality of words across social class

- 30 million word gap
 - Children from professional families heard three times as many words as compared to children from welfare families.
- Parents from higher socio-economic status (SES) groups
 - (a) responded more to their children;
 - (b) had more affirmation and encouragement; and
 - (c) fewer prohibitions.

(Hart & Risley, 1995)

What kinds of experiences support vocabulary development?

- Quantity and Quality of Input
 - 1) Quality adult-child conversations
 - 2) Rich and stimulating home environment
 - 3) Interactive book reading experiences

1) What does quality adult-child conversations look like?

- Sheer amount of talk
- Responsiveness to your child's interest; joint attention
- Diversity and richness of words (e.g., sophisticated vocabulary; different word types; complexity of utterances)
- Tone of speech (e.g., commands and directives vs. encouragements)
- Decontextualized language /extended discourse (e.g., explanations, narratives about past and future events, pretend play utterances)

(Hoff, 2006; Huttenlocher, Haight, Bryk, Seltzer & Lyons, 1991; Tamis-LeMonda, Bornstein, Kahana-Kalman, Baumwell, & Cyphers, 1998; Snow, 1990; Snow, Tabors, & Dickinson, 2001; Weizman & Snow, 2001)

2) What does a supportive home environment look like?

- Amount of books and materials at home
- Quantity and quality of reading with and to your child
- Frequency of field trips (e.g., visiting the library, the zoo, the park etc.)
- Parents' own reading behaviour

(Kalia & Reese, 2009; Sénéchal, 2006;
Sénéchal & LeFevre, 2002;
Sénéchal, LeFevre, Thomas, & Daley, 1998)

Why read to/with your child?

- Children can listen at a higher level than they can read in the early years.
- The language structures, vocabulary, and topics/contents covered in books are more varied than in speech.
- Parents' use of language is more diverse during storybook reading than in other situations.

(Song, Tamis-LeMonda, Yoshikawa, Kahana-Kalman, & Wu, 2012)

3) What are the characteristics of interactive book reading?

- Dialogic reading
 - Parents as active listeners and children as storytellers
 - Parents prompting the child, posing questions and elaborating on children's responses

(Whitehurst , Falco, Lonigan, Fischel, DeBaryshe, Valdez-Menchaca & Caulfield, 1988)

3) What are the characteristics of interactive book reading?

- **CROWD** questions
 - **Completion** prompts
 - “Brown bear, brown bear, what did you see? I see a red bird looking at ____.”
 - **Recall** prompts
 - “Do you remember what happened to Sally when she shared her goodies with her friends?”
 - **Open-ended** prompts
 - “Tell me what is going on in this picture.”
 - **Wh-prompts**
 - What, where, why, when questions
 - **Distancing** prompts
 - “Do you remember taking the plane together? How did it feel?”

3) What are the characteristics of interactive book reading?

- Non-immediate talk
 - Beyond the “here and now”
 - Talk that includes making predictions, making connections to past experiences and to the world, drawing inferences, analyzing information
 - “What do you think will happen next?”

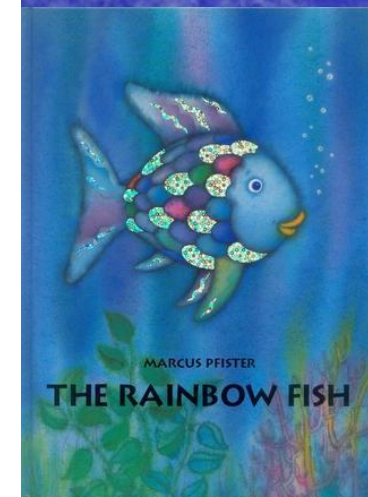
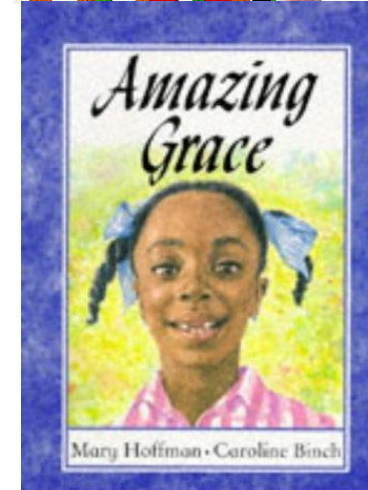
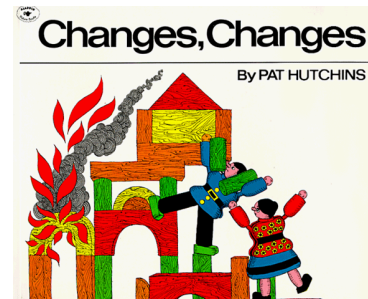
(De Temple & Snow, 2003)

How to select storybooks?

- A variety of books (picture books, songs and rhymes, nonfiction)
- Plot, theme and content
- Language
- Illustrations



Know your child



What if you are not too comfortable with English?

- Using the language that parents feel most comfortable with is important
 - Model for language development
 - Socialization
 - Communication
 - Parent-child relations

When schools come into the equation

- Direct and rich instruction in vocabulary
 - Frequent encounters of words in multiple contexts
 - Definitional and contextual information about the word
 - Active processing in thinking about and interacting with words
 - Analytical, interactive and phonological aspects of a word
 - Interactive follow-up activities or discussion that compares, analyzes and uses words

(Beck, McKeown, & Kucan, 2013;
Coyne, McCoach, & Kapp, 2007;
Stahl & Fairbanks, 1986)

To conclude

- Speaking and listening as a foundation
- Learning words in *meaningful, interactive and responsive* contexts
- “The Communication Dance”!
- The role of the home and school

(Hart & Risley, 1995; Konishi, Kanero, Freeman, Hirsh-Pasek, 2014; Tabors & Dickinson, 2001)



Thank You
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