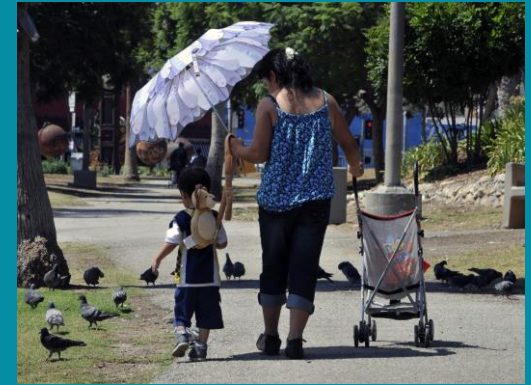


THE PARENTAL ROLE IN SUPPORTING YOUNG CHILDREN'S LANGUAGE AND LITERACY LEARNING AT HOME

OMEF Asia Pacific Regional Conference 2017



Professor Andrea Nolan
Deakin University,
Australia
a.nolan@deakin.edu.au



OVERVIEW

➤ Setting the scene

- What the research tells us about young children's language & literacy development

➤ Making a difference

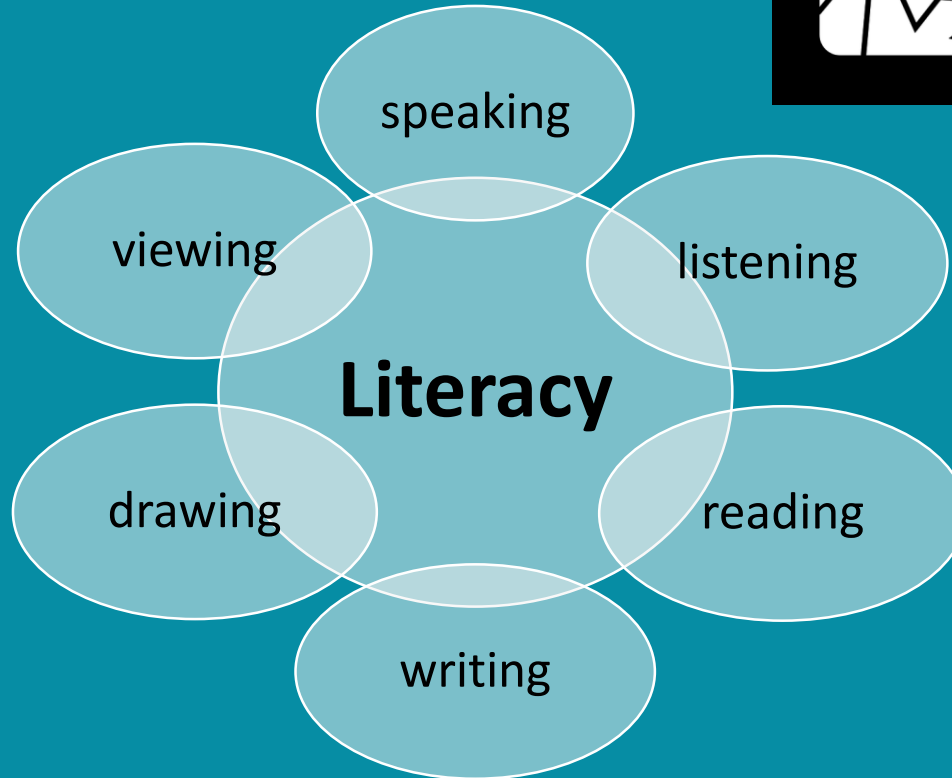
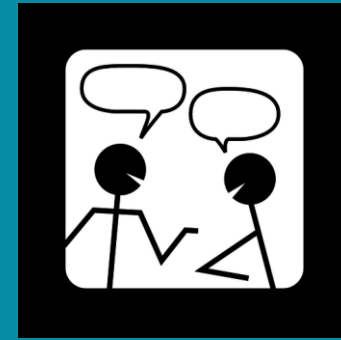
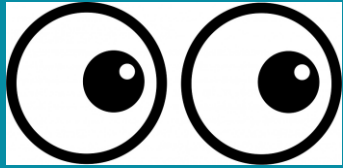
- Practical strategies & maximising experiences

➤ A Framework to aid thinking

- Considering parental/adult practices



LITERACY



1. CONNECTING WITH THE RESEARCH

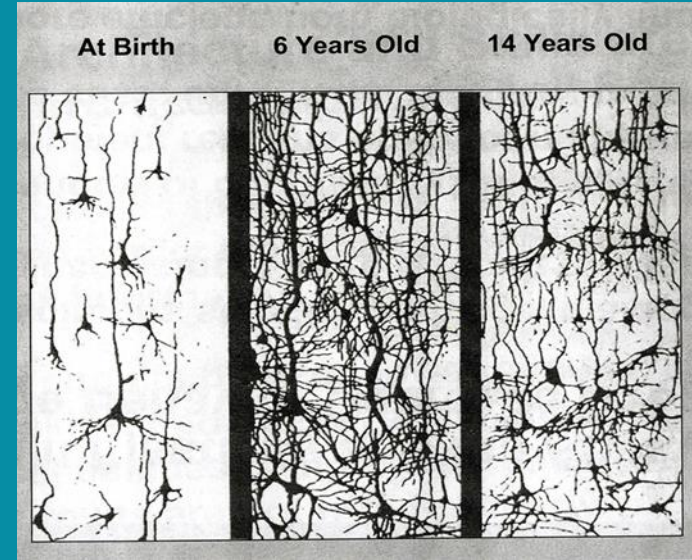
The importance of:

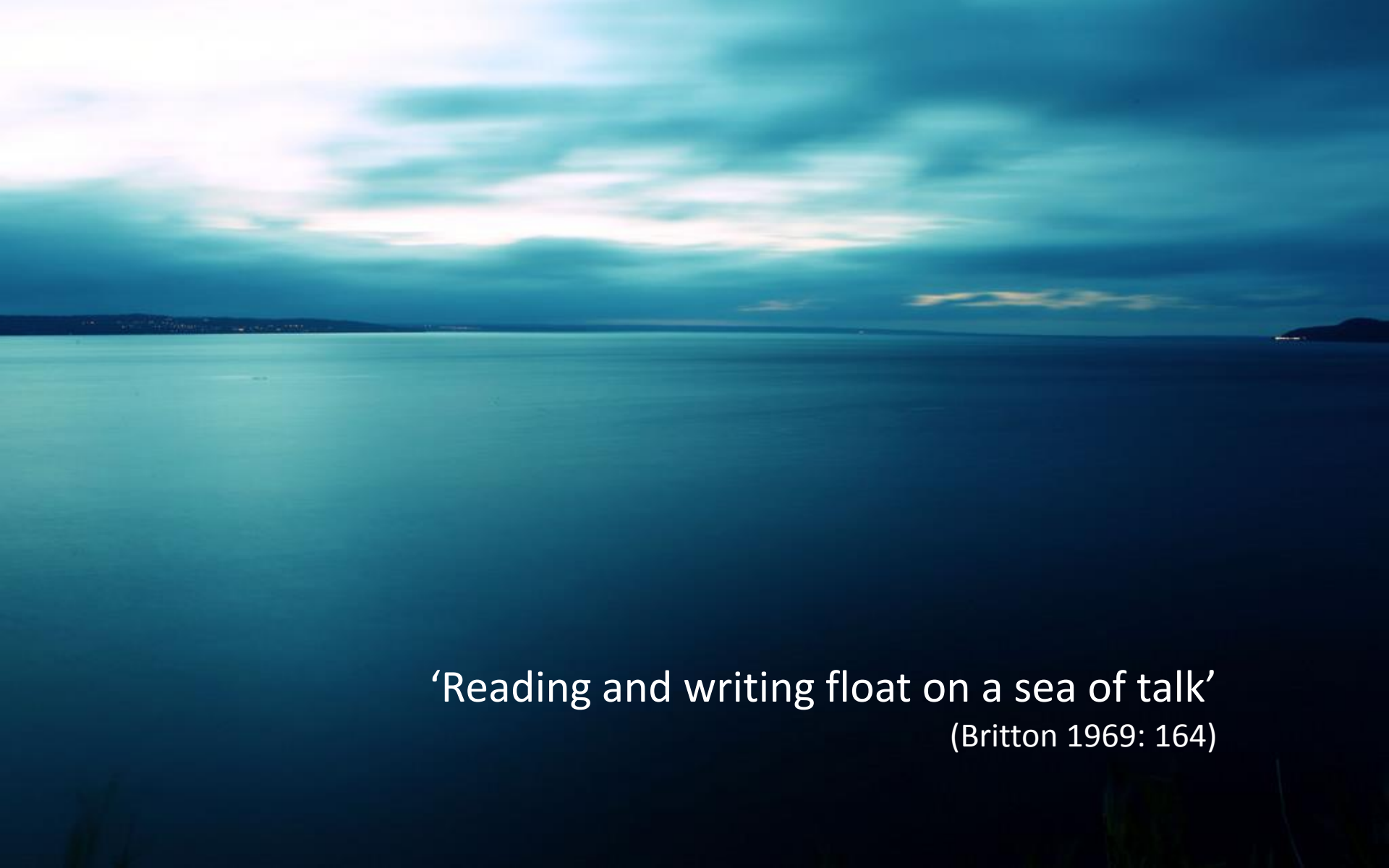
- Oral language development
- Phonological awareness
- Print knowledge
- The Parental role



ORAL LANGUAGE DEVELOPMENT

- Language is a foundation for literacy development
- Strong oral language skills are linked to children's literacy, social and emotional outcomes
- Powerful in creating new knowledge and central to the processes of learning
- Language experiences before the age of 6 years help form powerful brain connections used for language and thinking





‘Reading and writing float on a sea of talk’
(Britton 1969: 164)

The importance of talk

(Alexander 2009)

Area of research	Evidence provided
Neurological	Functions to assist in brain development in the early years
Psychological	Plays a central role in the development of thinking
Socio/cultural	Assists in the building of relationships and views of the world
Political	Democracies are based on talking and discussing
Communicative	Central to the development of skills that support meaning making



Children need opportunities to:

- Talk with more knowledgeable others
- Hear and use language for many different purposes
- Be involved in increased amounts of joint attention (Farrant 2012)
- Engage in parent-child dialogic book reading (Elias et al 2006)

PHONOLOGICAL AWARENESS

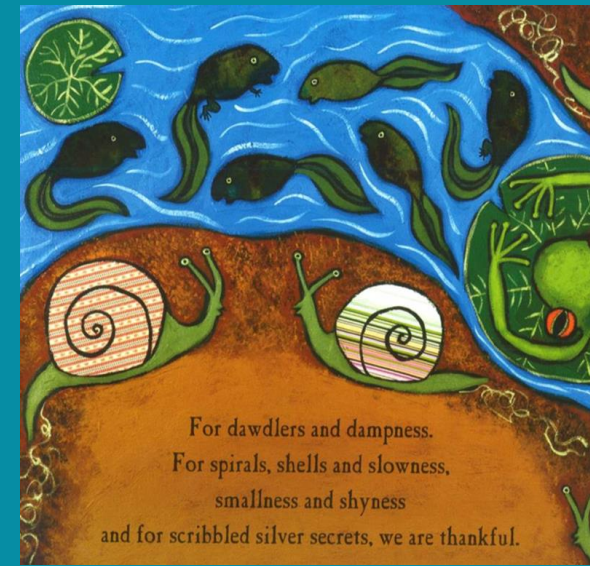
- Predictive of school success in literacy (NELP 2008)
- Importance of phonemic awareness (Machado 2007; Richgels 2002)



Ability to hear sounds
and phonemes in
spoken language and to
manipulate them

Developing Phonological Awareness

- Awareness of sounds
- Alliteration
- Rhyme
- Isolating sounds
- Segmenting
- Blending



For All Creatures
(Millard & Cool 2011)



Listening to sounds

- Discriminate soft & loud sounds
- Recognise rhythms in repeated sounds
- Identify same & different sounds
- Identify first & last sounds

When children begin to explore their worlds, they become aware of print, and it follows that ...

‘ the more children are read to and the more they see others reading and writing, the more importance print will have in their lives’

(Sampson, Sampson & Allen, 1995)

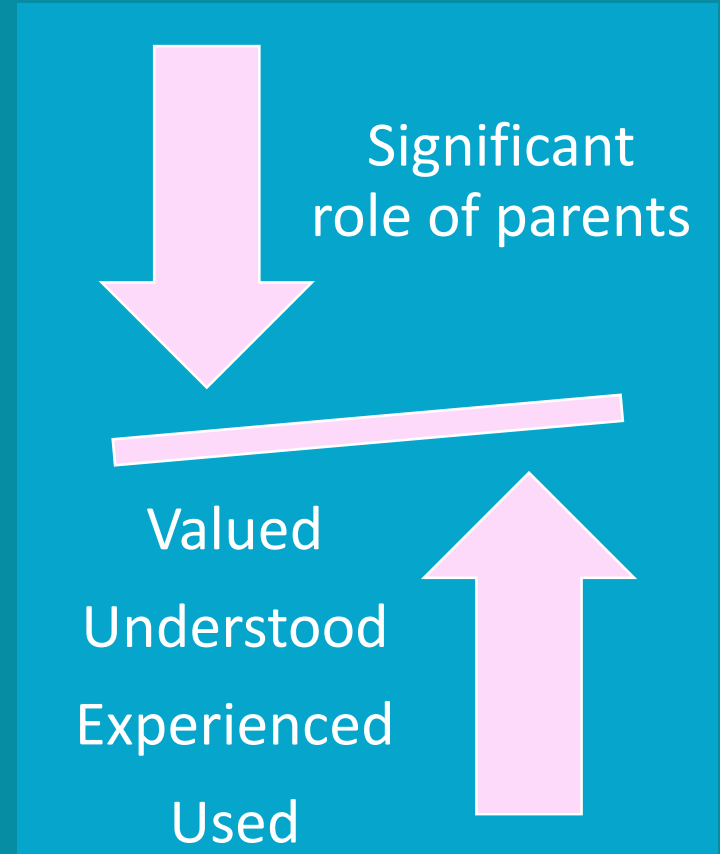


THE PARENTAL ROLE

The home is an immensely powerful learning environment for the preschool child, and we need to acknowledge that parents' influence is significant.

It is the environments that young children grow up in that act to scaffold their later literacy skills and development (Edwards-Groves, Anstey & Bull 2014)

From an early age children learn about literacy through their involvement in everyday events



Home Literacy Practices in Disadvantaged Communities

Aim

- To gain an insight into the different home literacy practices of preschool children in some disadvantaged areas across the state of Victoria, Australia

Findings

- Regularity of reading to/with children from a young age
- High number of children playing with and enjoying books, paper and pencil activities
- Over half of the parents felt they did not have enough access to information regarding reading practices with young children



Raban & Nolan 2005

IN SUMMARY...

- The number of opportunities children have to engage in sustained dialogue
- The parent's use of unusual or rare words in conversation with their child
- The frequency and quality of interactive shared book reading
- Opportunities to draw/write

(Tabors, Snow & Dickinson 2001)



2. MAKING A DIFFERENCE

Practical strategies and experiences

- The potential of everyday encounters for language and literacy

...so ordinary
...so regular
...so commonplace

BUT can be:

...powerful
...purposeful
...educative!





Australian Government

Early Childhood Learning Resources Project - 2008

- To assist parents to introduce and develop early literacy & numeracy learning to their young children
- High quality resource materials for both educators and parents
- \$950,000 AUD





Oral Language Development Print Knowledge

WHAT WE DO AND WHAT IT MEANS

Wade: *Grandad, that's the Rovers.*

Grandad: *Yes, I think they're playing tonight.*

We read everyday materials like newspapers, magazines and catalogues with children so they can see how useful reading is.

Some children, especially some boys, are more interested in information reading than in stories.

Later, they will work at learning to read so they can find out about things and follow instructions.





PLAYING WITH RHYMES HELPS CHILDREN PRACTICE **SOUNDS**

Phonological Awareness - Rhyme

WHAT WE DO AND WHAT IT MEANS

Sebastian and his mum like to say favourite rhymes: *Round and round the garden...*

We sing rhymes and jingles with children so that they learn to hear and match words that sound the same.

Later, children will begin to match sounds to alphabet letters on the page. This will be very important in learning to read, write and spell.

When English is a second language, adults share rhymes in their first language with children.





LITERACY

WHAT WE DO AND WHAT IT MEANS

Mum: *This is where the bus will pick us up. Look! The sign says bus!*

Drawing children's attention to signs in the environment helps them learn to read letters and words.

Children begin to recognise symbols that are important to them, such as letters in their own name, the word for their street and the signs on buildings, or shops, that they pass often.

Later, children will learn that words keep the same meaning, even when they appear in different places. This idea is very important for literacy learning.



Print Knowledge - Environmental Print



WHAT WE DO AND WHAT IT MEANS

What have you drawn this time?

Letting children scribble and draw helps them learn to write.

Over time, children learn that writing is a particular kind of 'drawing' that carries a message.

Later, children will learn that writing can be used to make lists, fill out forms and to tell people about things in stories and letters.



Print Knowledge



INTERACTIVE SHARED BOOK READING

- Reading to and with young children is a key feature of early literacy practice
- Children benefit from practices that actively involve them in the book reading process

Talk around the text

Questioning



Talk Around The Text



Engaging children in conversations about text is critical

- Challenge children's thinking
- Develop their vocabulary
- Develop their oral language
- Expose children to more complex language structures
- Develop children's comprehension
- Connect the child to their own world experiences
- Acknowledge the child's responses and extend such responses
- Support the connection between oral language and literacy development
- Provide opportunities to develop imagination and creativity

(Paatsch 2015)

Questioning

Research highlights the importance of question type during shared book reading.

Questions can foster...

- Discussion around the major story ideas
- Discussion of ideas as they are encountered during the reading of the story
- Discussion which provides opportunities for reflection (Dickinson & Smith 1994)

- Recall
- Describing
- Predicting
- Imagining



3. A FRAMEWORK TO AID THINKING CONSIDERING PARENTAL/ADULT PRACTICES

- The ORIM model



The ORIM Model

	Environmental Print	Early Reading	Early Writing	Oral Language
Opportunities	?	?	?	?
Recognition	?	?	?	?
Interaction	?	?	?	?
Modelling	?	?	?	?

(Hannon & Nutbrown 1997)

CONCLUDING COMMENTS

- Importance of spoken language as the foundation for literacy
- Potential of everyday family encounters
- Role of social interactions
- Research-informed strategies



Thank
You

