Abstract

Shared book reading (SBR) has been commonly used in preschools to facilitate children’s comprehension, vocabulary expansion, print knowledge and oral language skills, and teachers’ language practice during SBR may significantly affect the rate and outcome of early language development. This seminar will focus on Singaporean preschool teachers’ language practice during SBR and report the impact and potential reasons of teachers’ variations in such practices based on the findings of project SUG 02/16 SH. Teachers’ instructional strategies (i.e., questions and comments with low, medium, and high cognitive loading) and linguistic features (e.g., lexical diversity) were used to predict children’s early language development over one year and to explore which of the teachers’ characteristics (e.g., teaching experience) are associated with their variation in language practice. Videos of 37 English teachers and 31 Mandarin teachers’ SBR sessions were extracted from the SKIP database (Bull et al., 2015), and were transcribed and coded. Medium-level strategies were found to facilitate children’s growth in English, and low-level strategies were found to promote children’s Mandarin development. Teachers’ lexical sophistication was found to positively predict both children’s English and Mandarin vocabulary size.

Biography

Dr He Sun is a research scientist in the Center for Research in Child Development at the National Institute of Education. Her major interest is effective early bilingual education and development, children’s early Mother Tongue language teaching and learning in particular.

Please register for the event here.