

What are the specific effects of shared reading activities to support emergent literacy skills ? A randomized control study on French-speaking preschool children



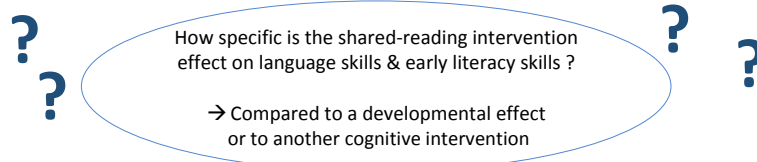
Christelle Maillart^{1,2}, Florence Binamé, Line Vossius², Nora Chrifi, Boris Jidovtseff² & Laurence Rousselle²

¹ Department of Speech and Language Therapy, ² Research Unit on Childhood, University of Liège, Belgium

Introduction

Oral language and early literacy skills are assumed to develop through school interaction routines such as bookstory reading.

In particular, **interactive reading activities** were found to have a positive impact on children language development. For example, in a shared reading intervention program (Whitehurst & al., 1994), children are encouraged to become active during the reading experience by asking questions, adding information or making inference about the story.



Method

Eighty-five 4-year-old children were randomly assigned to 1 of 3 conditions:



a **shared reading (SR) intervention** (see Lefebvre et al. 2011)



a **numerical training program** dedicated to early numeracy skills development (see Vossius et al., 2018)

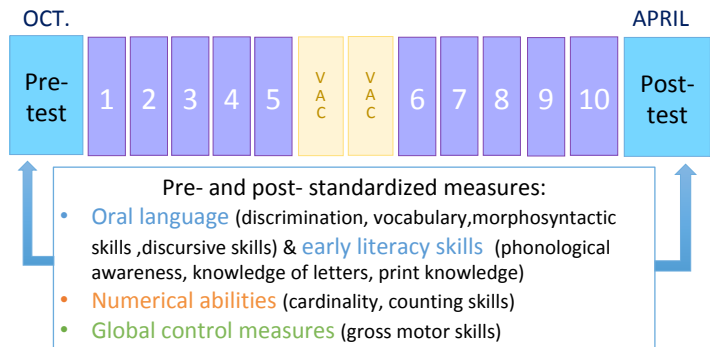


a **motor training program** in which children were trained to improve their gross motor skills

The different trainings were conducted by group of 15 children.

Cognitive interventions
Training

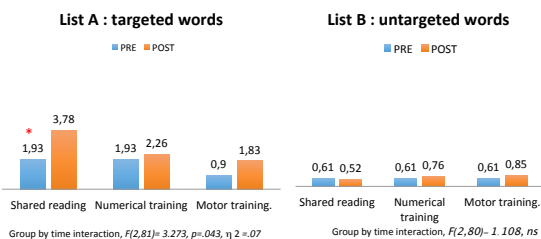
Dosage : 10 weeks intervention / 5 times a week / 30 minutes a day



Results

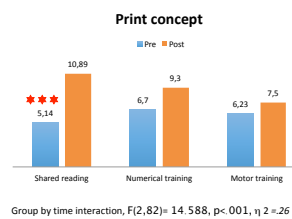
Specific effects of the SR intervention on

1. Specific vocabulary : word definition task



• Children learned only the trained words during the bookstory reading

2. Print knowledge



• All children improved their print concept knowledge due to school teaching.
• The children who were trained by the shared reading intervention performed significantly better

Developmental but **not specific effects** on

3. Phonological habilities
4. MS – sentence repetition
5. Discursive skills
6. Phonological awareness
7. Knowledge of letters

Discussion

- Confirming previous studies, gains were observed after the SR intervention on all languages and early literacy measures
- Specific effects of the SR intervention were found for some but not all languages and early literacy measures
- Further researches were needed to explore the active ingredients and the specific contribution of SR intervention on literacy development

References

- Lefebvre, P., Trudeau, N., & Sutton, A. (2011). Enhancing vocabulary, print awareness and phonological awareness through shared storybook reading with low-income preschoolers. *Journal of Early Childhood Literacy*, 11(4), 453-479.
- Vossius, L., Maillart, C., Binamé, F., Jidovtseff, B., Neveu, M. & Rousselle, L. (2018). Améliorer les précurseurs aux apprentissages en mathématique grâce à des jeux de doigts et de nombres. Softail, Grenoble.
- Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental psychology*, 30(5), 679.