

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section Ia: Language, literacy and professional development in preschool education

Chairs: Eufimia Tafa, University of Crete, Greece & Renate Valtin, Humboldt University, Germany

Monday, July 23, at 16.00–17.30

Location: Seminar Building / Room S 23

LITERACY CHANGES LIVES.

In-door and out-door educational activities for fostering book reading and narrative skills in kindergarten children.

Presenter:

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Abstract:

Story reading conducted either at children’s family or school environment has been characterized as a core activity in the spectrum of emergent literacy approach and extremely beneficial for vocabulary enhancement, text comprehension and narrative skill development (Chlapana & Tafa, 2014; Islam, & Park, 2016; Luo & Tamis-LeMonda, 2017). In the context of emergent literacy, children’s experiences from the social environment play a significant role in the development of literacy related skills (Manolitsis, 2016).

Taking into consideration the above information, the aim of the present study is to describe a one-month educational program aiming to use story reading as an instructional context and combine several in-door and out-door school activities to help kindergarteners develop story structure comprehension, vocabulary and narrative skills. Fifteen kindergarten children, enrolled from a class of a public kindergarten located in the area of Rethymno, and their teachers participated in the present study.

At the first phase of the program the teachers, following guidelines by the researcher, conducted in-door activities and read several stories to children by applying a performance-oriented and a dialogic reading approach. The goal of the reading approaches was to help children process story structure elements and develop oral language skills through appropriate techniques. Story reading sessions were combined with book borrowing habits in order to enhance children’s engagement with storybooks. At the second phase of the program out-door activities were conducted. At this phase children’s parents were involved as well. Out-door school activities included visits to the public library. During these visits several activities were conducted in order to help children develop story structure knowledge and produce new narratives based on stories read in the school environment. Program activities were recorded and transcribed. The analysis provided data with regard to children’s story structure understanding and to the development of the targeted literacy skills.

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References:

Chlapana E., & Tafa, E. (2014). Effective practices to enhance immigrant kindergarteners' second language vocabulary learning through storybook reading. *Reading and Writing: An Interdisciplinary Journal*, 27, 1619-1640. DOI 10.1007/s11145-014-9510-7

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Bio note:

Elissavet Chlapana, Dr., received her Ph.D. in Sciences of Education with specialization in Preschool Education Teaching Methodology and her MEd in Preschool Pedagogics from University of Crete. In her dissertation she studied issues related to immigrant kindergarten children's second language vocabulary development through literacy practices. Since 2014 she is working as Laboratory Teaching Staff in the Department of Preschool Education of University of Crete. Her research focuses on Preschool Education Teaching Methodology and teaching practices for the development of young children's literacy skills, especially in the domains of oral language, vocabulary, text comprehension and story structure knowledge.