

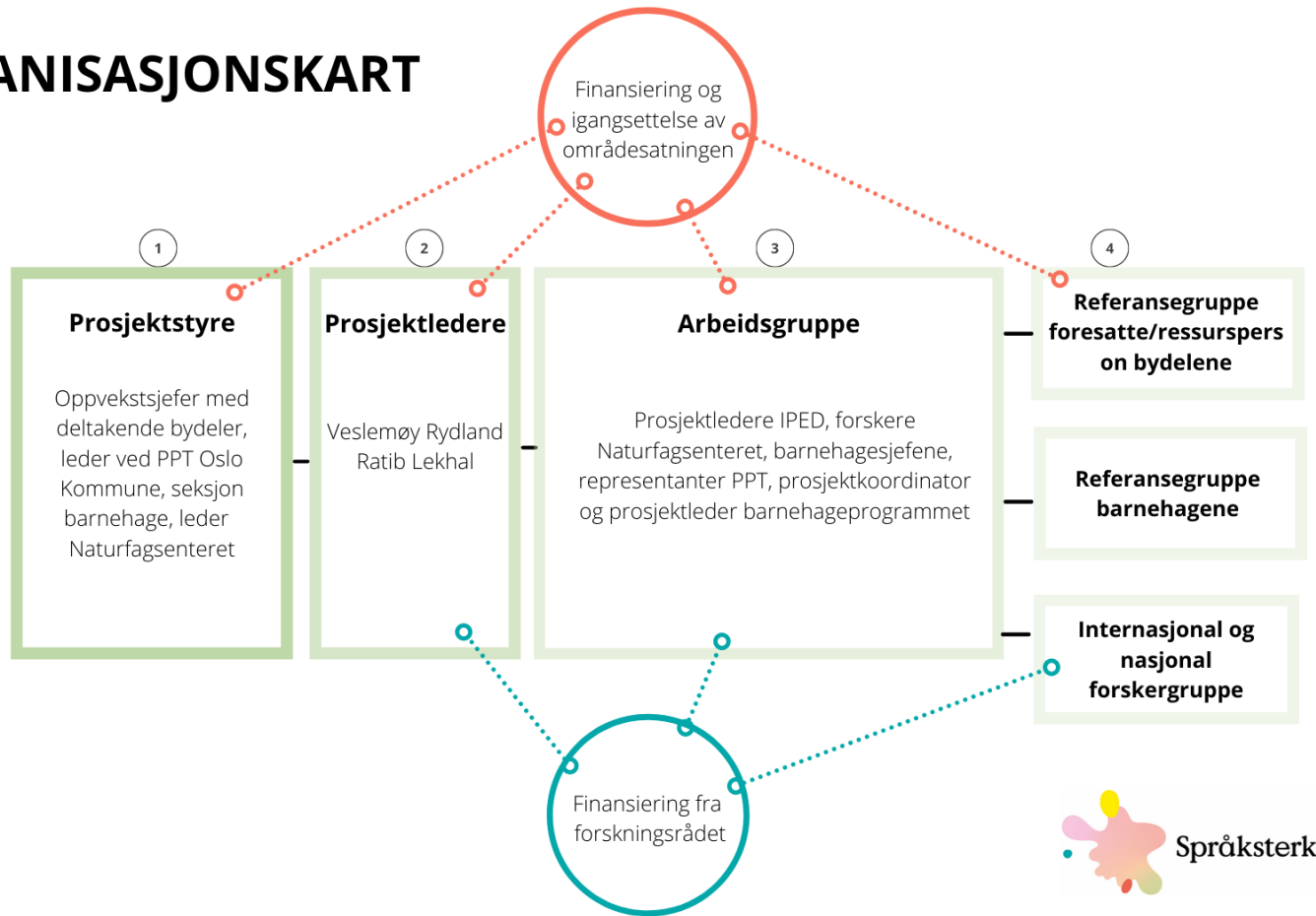
Språksterk konferansen 9. februar 2024

Språksterk

- Et kompetanse- og samarbeidsprosjekt
 - Barnehageeiere i fem bydeler og pedagogisk-psykologisk tjeneste i Oslo kommune
 - Barnehageprogrammet, Delprogram oppvekst og utdanning
 - Institutt for pedagogikk og Naturfagsenteret ved UiO
- Finansiert av Norges forskningsråd og Delprogram oppvekt og utdanning



ORGANISASJONSKART



Hva var vi
forskerne
opptatt av?

- Behov for å prøve ut tiltak som virker inkluderende
- Behov for å prøve ut en bred og systemorientert tilnærming

.....vi vet for lite om hvordan tiltak kan opprettholdes over tid på måter som støtter barnas språkutvikling

Does *thrive by three*, a quality-building intervention in childcare centres, strengthen children's language skills?

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ABSTRACT

This study examined the effectiveness of the *Thrive by Three* intervention for 1- to 3-year-old's language development. Data from 78 childcare centres, 187 toddler classrooms, and 1561 children (91.4% native Norwegian) were included. Results revealed that children in the intervention group had slightly steeper language development than those in the control group, but the difference was not statistically significant. Since previous studies find language stimulation in childcare to differ based on gender, we also examined if the *Thrive by Three* intervention affected boys and girls differently. We found that effects of the intervention were only present for girls' language development. Girls in the intervention group had an increase of 17 more words from baseline to post-intervention than those in the control group. There was no statistical difference in change of boys' language development between the intervention and control group. Results are discussed in light of theories and literature that may explain our findings.

KEYWORDS

Language development; random control trial; toddlers; *Thrive by Three*; childcare quality



Do teacher talk features mediate the effects of shared reading on preschool children's second-language development?

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vocabulary
teacher talk quality

ABSTRACT

This study examined whether a shared reading intervention in preschools serving multilingual populations in Norway had effects on teacher talk quality and whether these effects mediated child second language outcomes. Four hundred sixty-four children aged 3–5 years participated. They attended 1: classrooms that were randomly assigned to a shared-reading intervention condition or a comparison condition. The children's second-language vocabulary and grammar skills were assessed pre- and post-intervention, with 7.4 months between the 2 assessments. We asked whether the intervention affected qualities of teacher talk hypothesized to impact children's language, and whether identified changes teacher talk mediated child second-language vocabulary and grammar outcomes. Results revealed that by the end of the school year teachers in the intervention group demonstrated significantly higher quality in their talk during shared reading, assessed as diversity of word types, use of word explanation and ratio of multi-clause utterances. These differences in teacher talk quality explained variance in children's second-language vocabulary outcomes by the end of the intervention year, but not in their second language syntactic comprehension.

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CHILD DEVELOPMENT

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Shared Book Reading in Preschool Supports Bilingual Children's Second-Language Learning: A Cluster-Randomized Trial

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Harvard Graduate School of Education

This cluster-randomized controlled study examined dual language learners (DLLs) in Norway who received a book-based language intervention program. About 464 DLLs aged 3–5 years in 123 early childhood classrooms participated in the study. The children were acquiring Norwegian as their second language in preschool and spoke a variety of first languages at home. They received a researcher-developed intervention that was organized around loosely scripted, content-rich shared reading in school and at home. Receiving the intervention had significant impacts on the children's second-language skills (effect sizes of $d = .25-.66$). In addition to supporting second-language vocabulary and grammar, the program with its focus on perspective taking during shared reading resulted in impacts on children's ability to shift perspectives and understand others' emotional states.

Språksterk bygger på

- Tidligere intervensjonsstudier i Norge
 - Extend (Grøver m.fl. 2020)
 - Trygg før Tre (Lekhal, m.fl. 2023)
- Profesjonsstøttende tiltak og ressurser utviklet ved Naturfagsenteret
- PPTs erfaring med språkstøttende arbeid i bydelene

Språksterk - formål

- Å videreutvikle, gjennomføre og evaluere effektene av et pedagogisk opplegg i flerspråklige barnehager
- Å styrke kapasiteten i barnehagesektoren og i pedagogisk-psykologisk tjeneste til å støtte flerspråklige barn og familier

Nov 2021 - Mai 2022

Aug 2022 - Mai 2023

Praksisbasert profesjonsutvikling

Pedagogiske aktiviteter og arbeidsmåter

Barnehage-hjem samarbeid

Implementering

Profesjonsutviklingsmodellen

1

Introduksjon til
nytt tema med
hele
personalgruppa

2

Mentor
veiledning PPT

3

Aktiviteter med
barna

4

Kollegaveiledning

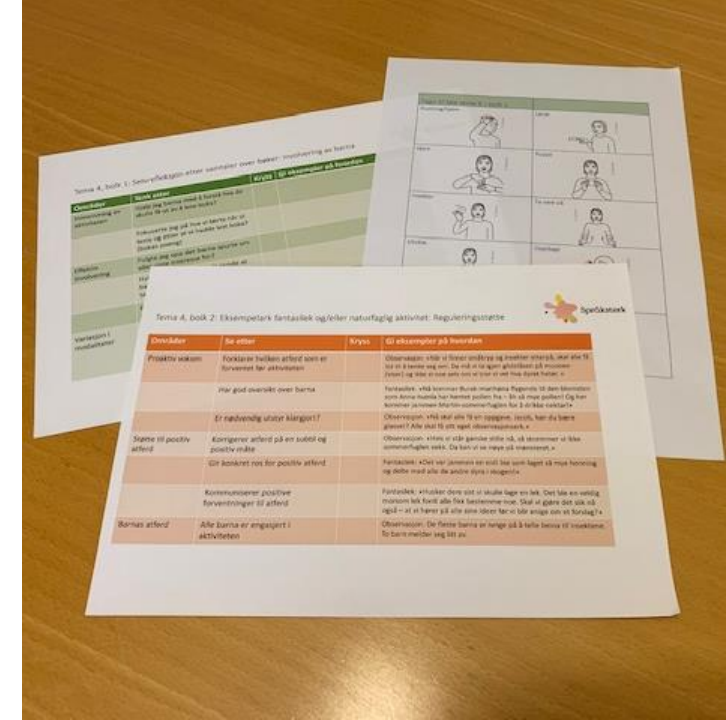


09.02.2024

Støtttemateriell og filmer til mentor- og kollegaveiledning

Bøker og støtttemateriell til arbeidet med barna

Struktur og konkrete forslag



Veslemøy Rydland, Institutt for pedagogikk

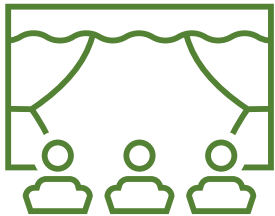
Barnehager som ble rekruttert i de fem bydelene



56 barnehager



3087 barn totalt i avdelingene



214 avdelinger:

88 småbarnsavdelinger (1 – 3)
111 storebarnsavdelinger (3 – 6)
15 blandede avdelinger (1 – 6)



Andel flerspråklige barn i
barnehagene:

62% (9% - 100%)

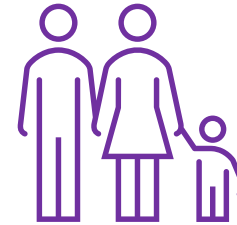
Andel med redusert betaling i
barnehagene

31 % (4% - 71%)

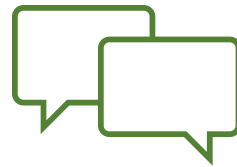
Deltakere som ble rekruttert til å delta i forskningen



Pedagogiske ledere: 324
Øvrig personale: 317



53% av barna hadde to foreldre
med et annet morsmål enn norsk
(eller skandinavisk)



70 ulike morsmål



887 fokusbarn
• 449 gutter og 438 jenter



13% av barna hadde én forelder
med et annet morsmål enn
norsk (eller skandinavisk)

Tilfeldig fordeling av barnehagene

Utprøvingsgruppe



Barnehager: 29
Avdelinger: 108
Fokusbarn: 428
Ped.ledere: 161
Øvrig personale: 160

Ventegruppe



Barnehager: 27
Avdelinger: 106
Fokusbarn: 459
Ped.ledere: 163
Øvrig personale: 157

Målet er å få to like grupper

Noen forbehold når vi skal studere effekter

- Frafall av barn og voksne
- Noen barnehager og avdelinger som ble trukket ut til å prøve ut Språksterk benyttet ikke tilbudet - av ulike grunner. Barna og personalet i disse avdelingene regnes likevel med i utprøvingsgruppa
- Det viktigste barna får er det barnehagetilbudet de har, enten de tilhører utprøvings- eller ventegruppa

Språksterk bidrag

- Et skifte av perspektiv fra individuelle ferdigheter til hva systemet rundt barna må vite
- Møter behovet for mer praksisbasert veiledning i barnehagene
- Temabasert og tverrfaglig – i tråd med rammeplanen
- Behov for langvarig innsats

Videre plan for dagen

- Betydningen av Språksterk for
 - Arbeidet med naturfaget i barnehagene
 - Barnas språk og kunnskaper
 - Samspillskvaliteten i avdelingene
- Tema vi ikke rekker å gå inn på i dag er
 - Foreldresamarbeidet
 - Støtte til barnas lek
- Det vi presenterer i dag er ikke kvalitetssikret (fagfellevurdert)
- Det blir ikke tid til spørsmål i plenum, men ta kontakt med oss!