SESSION 8084

TALK: A pre-kindergarten readiness program for non-mainstream English dialect users

Peggy Rosin, Jan Edwards, Brittany Manning, Alissa Schneeberg, & Erica Kesin Richmond

THE UNIVERSITY of WISCONSIN MADISON

RATIONALE

Children who speak non-mainstream American English (NMAE) are at increased risk for academic failure, relative to children who speak MAE.

- *Dialect mismatch* between home language and language of instruction.
  - NMAE-speakers are at an immediate disadvantage relative to classmates who receive instruction in their primary dialect.
- *Dialect interference* (e.g., orthographic transparency)
  - NMAE-speakers have more difficulty than MAE-speaking children in learning to read and spell.

Regardless of the explanation NMAE-speakers perform more poorly in school, especially with respect to literacy (Patton-Terry and Connor, 2012; , Patton-Terry et al., 2012).

Increasing linguistic awareness/flexibility may benefit NMAE speakers (Patton-Terry et al., 2012).

PURPOSE

To develop an effective curricular supplement to teach pre-kindergarten children about the differences between MAE and NMAE in the context of an emergent literacy curriculum.

TALK: TALKING AND LEARNING FOR KINDERGARTEN

PRINCIPLES

Use evidence-based practice language & literacy instruction
Build metalinguistic skills
Combine embedded and direct instruction
Preselect NMAE-MAE contrasts and targets
Encourage code switching

STRUCTURE

Head Start kindergarten readiness program supplement
Led by supervised graduate students in speech-language pathology
7 weeks, 4 days per week
1 hour per day of TALK: Opening Circle, Rhyme Time, Talk Time, Closing Circle
1 hour per day classroom facilitation
See www.learningtotalk.org/publications/presentations to download TALK manual.

ACTIVITY

- Weekly Themes
  Vocabulary
- **Talk Time**
  Shared Book Reading
  Dramatics
- **Rhyme Time**
  Phonological Awareness
  Music & Movement

STRATEGIES

- Direct Instruction
- Focused stimulation
- Multiple modality input
- Recasting
- Comment/Expansion
- Scripts
- Binary choice
- Scaffolding

EXAMPLES: TALK TARGET

PHONOLOGY	MORPHO-SYNTAX	PRAGMATIC	METALINGUISTIC	PHONOLOGICAL AWARENESS	EARLY LITERACY
Word-final cluster deletion	**Absent copula obligatory plural marking**	**Indirect requests**	**Code switching greetings languages**	**Sound/syllable/word Rhyme continuum Blending Segmenting**	**Alphabetic principle Vocabulary Narration Complex sentences**

TALK EVALUATION

SUMMER 2011

13 children in TALK; 8 children in Control classroom
Pre & post testing for TALK participants showed:
- Significant increase in comprehension of MAE
- Significant increase in phonological awareness
- Positive responses from parent questionnaires

SUMMER 2012

12 children in TALK; 12 in Control classroom
Pre & Post testing completed for both groups
- Data analysis not yet complete
- Positive responses from teacher & parent questionnaires for TALK

Edwards, Rosin, Manning, Schneeberg, & Kesin Richmond (2012)

DISCLOSURE STATEMENT: The authors of this poster have no relevant financial or nonfinancial relationships to disclose.