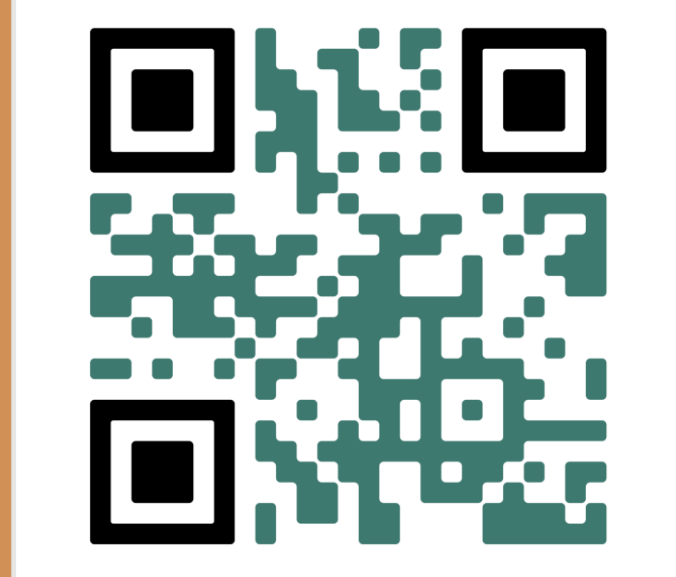


Read-Alouds and Literary Conversations

HOW MULTILINGUAL 1ST GRADERS CREATE MEANING WITH A COGNITIVELY CHALLENGING PICTURE BOOK



Want to know more?

“The Day Nothing Happened”

is about a fox that finds a red backpack in the deserts. He picks it up and carries it around.

What is in it? The other animals ask. “Nothing”
What does it smell like? “Nothing”
How much does it weigh? “Nothing”

What happens when the other animals want it?
So much more than **nothing!**

The Background for this study

Studies in literary theory and second language education shows that second language learners are often exposed to both a simplified language and academic content in school and claims that teachers should give the multilingual children more complex challenges.

This can potentially be done with a cognitively challenging picture book because:

- Age-appropriate challenges
- Meaningful discussions with text

The Aim of this study

is to contribute knowledge about how the children negotiate meaning when they are read to from a picture book that’s cognitively challenging because of the minimal verbal text, exciting details in the illustrations, and open interpretive possibilities.

I want to investigate the ways they utilize their linguistic resources and their overall language repertoire when they communicate about the specific picture book. How does the teacher contribute to these negotiations? What resources do they use, and which do they not?

The Research Questions is therefor

“What semiotic resources do multilingual children utilize in a read-aloud and literary conversation of a cognitively challenging picture book?”



The Participants in this study are

- 6 children in 1 reading group from the same mainstream class
- Age 5-6
- Their homeroom teacher

The Methods for this study

This is a qualitative study. For data collection, I used:

- Video- and audio recordings
- Observation and notes
- Informal conversations with the teacher before and after the read-aloud session

The Analysis Process of this study

Currently, I am in the initial phase of the analyzing process. I am planning to code, categorize and analyze the material through thematic analysis.

References

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