

ABSTRACT

Shared book reading in young dual language learners in Norway

Vibeke Grøver & Veslemøy Rydland, University of Oslo

Despite the extensive research base supporting the benefits of stimulating parent–child book-sharing interactions for vocabulary learning during early childhood (Aram, et al., 2013; Vadasy, et al., 2015), there is scant research on how multilingual families support their children’s vocabulary skills in book-sharing contexts. While we know that relative exposure to the first- and second language is important for children’s vocabulary skills in the respective languages (Place and Hoff, 2011), we also need to understand whether quality features of parent-child interactions during shared reading facilitate vocabulary learning across children’s languages, or only for the language in which they occur (see for instance Quiroz, Snow, & Zhao, 2010). The present study investigated book-sharing practices in a diverse sample of preschool dual-language-learners and their parents in Norway, examining whether parental book-sharing strategies may facilitate children’s first- and second language vocabulary skills over time.