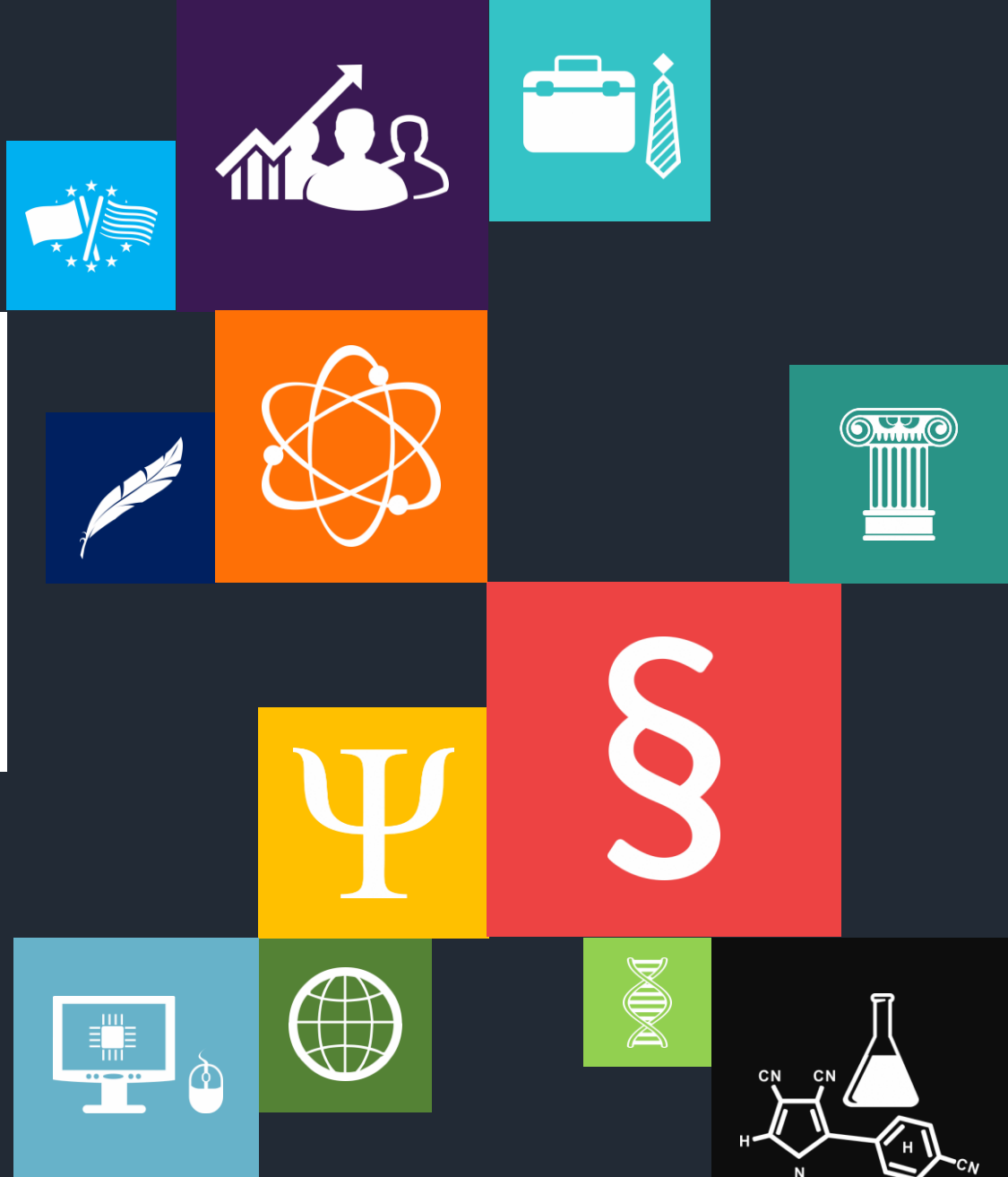


EMERGENT LITERACY AS ONE OF THE KEY SERVICES OF PUBLIC LIBRARY

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Outline

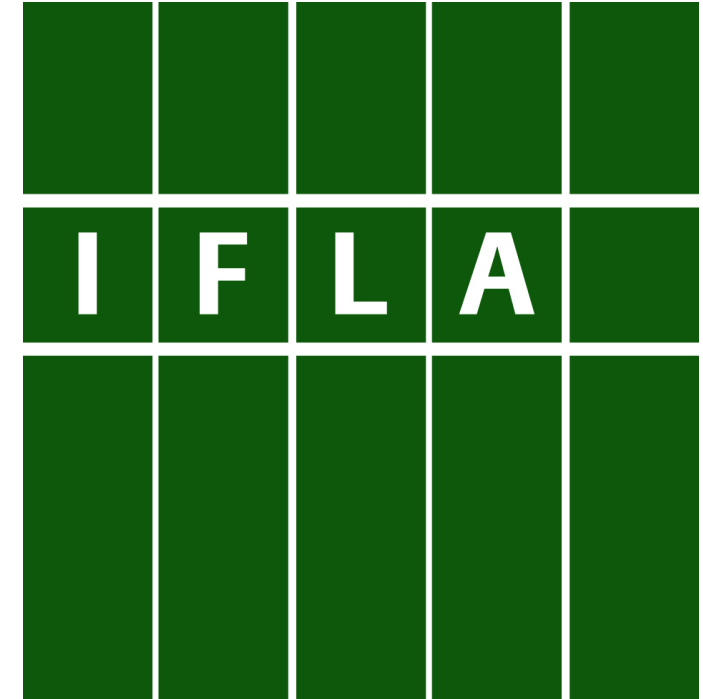
- Preface
- Emergent and early literacy
- History of serving children aged 0-3 in public libraries
- Requirements for establishing library services for children aged 0-3





Preface

Due to the *Guidelines for library services to babies and toddlers* published in 2007 by International Federation of Library Associations (IFLA) there's a need for modern libraries to accommodate its facilities to the needs of the youngest children and their parents.





New approach towards library services

It's quite new approach to library services, since for many years library was a place for school-aged children – meaning those who already can read.





Toddlers in a library

For a few decades now, especially in the USA, the situation started to change rapidly, creating space for the children, who are in need of stimulating pre-reading skills.



Source:
<http://blog.plomgallery.com/2015/04/paramos-un-rincon-de-lectura-infantil/>



Researchers indicate that this “early literacy”, focusing on showing babies books and teaching how to use them, has a significant value for further education.





Emergent & early literacy

Concepts, which in the literature are often used interchangeably.



Source:
<http://teacher.scholastic.com/products/face/pdf/research-compendium/early-literacy.pdf>



Emergent literacy

„the reading and writing behaviors that
proceed and develop into conventional
literacy”

E. Sulzby, Emergent literacy. In: Handbook of
Reading Research, 1991, p. 728

Emergent literacy is based on the understanding that young children acquire literacy not only through direct instruction, but also as the result of exposure and encouragement — as they are immersed in print, recognize the pleasure and purpose of reading and writing, and are encouraged to try the processes themselves.

Teale & Sulzby, 1986; Whitehurst & Lonigan, 1998;
Landry & Smith, 2006



Emergent literacy

Long before children can read and write in the conventional sense, they are learning about literacy.

From as early as the first months of life, children's experiences with oral-language development and literacy begin to build a foundation for later reading success.

And what they are learning is no surprise: What, why, when, and how people read, write, and use written language.

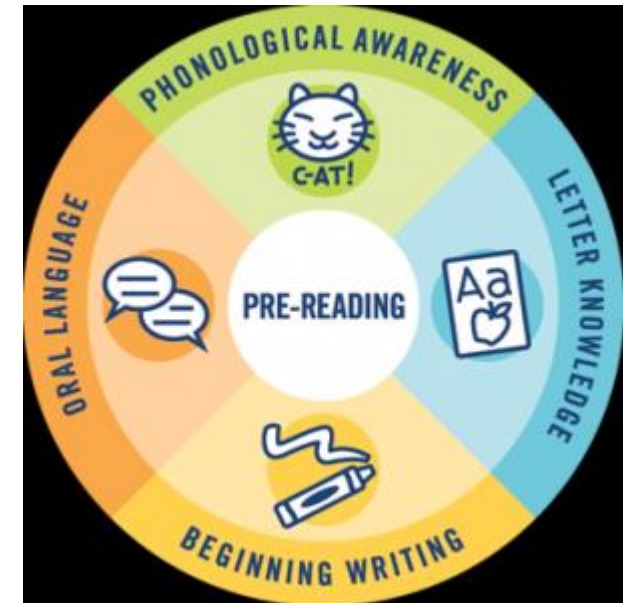
For example:

- to entertain and inform (picture books, newspaper, TV guide);
- communicate across time and distance (texts, emails, written notes and letters);
- to remember and plan (shopping lists, plans, and schedules);
- to instruct and guide (game directions, how-to manuals, recipes) etc.



Pre-reading skills

1. **Print Motivation** – being excited about and interested in books
2. **Print Awareness** – understanding that print on a page represents words that are spoken, knowing how to follow words on a page, and knowing how to hold a book.
3. **Phonological Awareness** – understanding that words are made up of smaller sounds. Hearing and playing with smaller sounds in words. Phonological Awareness comes before phonics.
4. **Vocabulary** – knowing the names of things, feelings, concepts, and ideas. Knowing the meaning of words and connecting words to objects, events, or concepts in the world.
5. **Narrative Skills** – being able to describe things and events. Being able to tell and understand stories.
6. **Letter Knowledge** – understanding that letters are different from each other. Recognizing letters and knowing that they have different names and sounds.



Source:
<http://www2.westminsterlibrary.org/kids/6PRSSummary.pdf>



Emergent reader

- knows what a book is
- holds the book correctly
- recognizes front and back covers of the book
- turns pages from front to back
- reads a story from pictures
- „reads” a favorite book from memory
- sequences a story
- recites rhymes and sings songs
- makes predictions about story content based on illustrations and title
- knows spoken word can be written down in print
- can name some letters



A.K. Roskos & S.B. Neuman, Of scribbles, schemas and storybooks..., „Young Children” 1994, 49, p. 79

Source:
<https://pl.pinterest.com/drcmachado/theory/>



Core assumptions

- reading begins at birth
- oral language is the foundation of literacy
- young children can easily learn more than one language
- the read-aloud plus text talk maximizes learning
- a robust vocabulary promotes early reading
- the ABCs and code-related skills are essential
- reading and writing offer mutual support
- early readers reap benefits that last a lifetime



Source:
<http://www.deerfieldpubliclibrary.org/events/index.html>



Toddlers in a library

„By possessing a wide range of materials and activities, public libraries provide an opportunity for babies and toddlers, along with their carers, to find an area where they are welcome, an area rich in learning resources suited just for them, and the chance to experience the joy of rhymes, songs and board and tactile books perfect for their age group”.

Source: [Guidelines for Library Services to Babies and Toddlers](http://www.playsmartlearningcenter.com/index-2.html)



Source:
<http://www.playsmartlearningcenter.com/index-2.html>



Toddler time in a library has many names...

Babytime, Toddlertime, Baby bounce (UK)

Klub Malucha (Poland)

Bê de Bebê (Portugal)

Bebe u knjižnici (Croatia)

Lire avec bébé (France)

Knøttestund (Norway)



History of toddler services in libraries

USA – the pioneer of toddler services

- the 70's of 20th century – lowering the age to 1,5
- 1965 – Head Start
- 1983 research – toddler services in libraries in 45 out of 50 states
- 80's – 90's – lowering the age to first months of babies' life





National programs supporting early literacy

- UK – Bookstart
- Scotland – Bookbug
- Germany – Lesestart
- Sweden - Läsglädje för livet
- Denmark – Bogstart
- Paris - Livre et petite enfance
- Italy – Nati per leggere
- Poland – Pierwsza Książka Mojego Dziecka
- Colombia - Leer en Familia
- Korea – Bookstart-Korea
- New Zealand – Books for Babies
- Australia – Book Buzz





Requirements for toddler services

- specially prepared space
- changing table
- microwave oven / bottle heater
- separated place for breastfeeding
- toys suitable for children aged 0-3
- books – as above
- furniture – small chairs, tables, book baskets
- place to draw and paint
- couch, arm chairs, sako poufs
- iPads (?)



Source:
<http://www.wvgazettemail.com/foodandliving/201106091375>



Issues & problems

- librarians' education
- specifics of working with youngest children
- arrangement of library conditions
- sanitary conditions





Toddlers in Polish public libraries

- first informations in professional literature – beginning of the 90's
- 20/21st century – first projects – for children aged 2-5
- 2nd half of first decade of 21st century – libraries create activities for children aged less than 2 years
- 2011 – LAB project in Olsztyn (Laboratory of Active Librarian)
- due to 2012 research – 66% of the children public libraries had activities for the children aged 0-3





Emergent literacy in Polish libraries

- most libraries create a space for toddlers and their carers
- pioneer in such services – „Alphabet” – branch of Municipal Public Library in Olsztyn
- „For the good start” – project run by Municipal Public Library in Wrocław

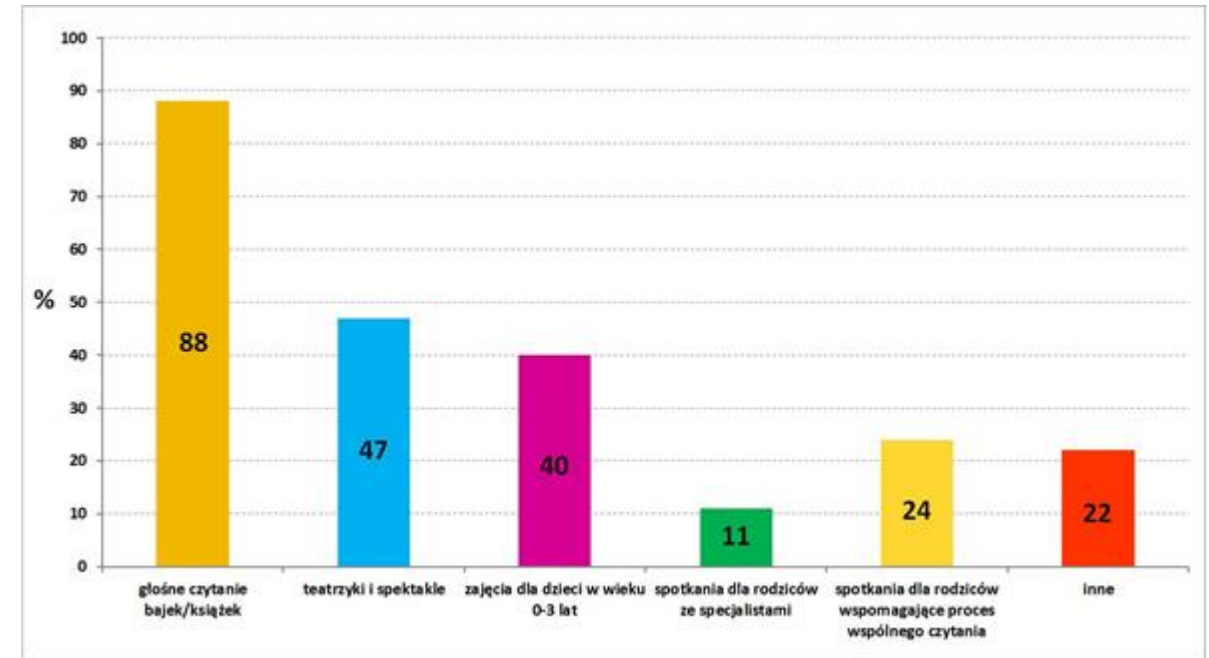


Source:
<http://www.visit.olsztyn.eu/place/153/biblioteka-abecadlo>



Work methods

- Toddlers Clubs – „Klub Malucha”
- parents’ meetings
- reading aloud
- theater



A. Walczak-Niewiadomska, Niemowlak w bibliotece. Historia i perspektywy rozwoju usług w Polsce, „Toruńskie Studia Bibliologiczne” 2015 nr 2



Polish examples

Children's branch
Municipal Public Library in Wrocław



Source:
<http://www.biblioteka.wroc.pl/filie/filia-nr-1>



Polish examples

Municipal Public Library in Jaworzno



Source:
<http://silesiadzieci.pl/artykul/899/bobas-w-bibliotece>



European examples

„Bebeteca” in the Biblioteca Pública
de Fontanar, Spain





European examples

Bibliothèque Tourville-sur-Odon,
France





Few simple ideas for EL in the library

From: <http://www.blog.montessoriforeveryone.com/10-easy-ideas-for-pre-reading-activities.html>

1. Speak to children about the environment around them, teaching the vocabulary of everyday objects. You may want to label items in your classroom environment so that they can see the words every day (“map”, “pencil”, etc.)
2. Choose a picture out of a magazine or unfamiliar book and have the child tell you a story about what is happening in it.
3. Make a rhyming basket with several small objects that rhyme. Have children match rhyming items, like this one I made for my daughter, by placing them next to one another. The items are, from left to right: pan/fan, jug/mug, cat/hat, fish/dish, and clock/block.
4. Practice forming letters using materials that are fun: pasta noodles, kidney beans, cereal.
5. Have a specific reading time each day. Actually, I like to have two reading times: one for silent reading (you should read quietly too!) and one for you to read aloud to the children. Even a pre-reader or early reader can sit quietly with a book and discover a story through illustrations.



Few simple ideas for EL in the library

6. Give children games to play with cards and games that reinforce pre-reading skills. Examples might include: opposite matching, rhyming object cards, part-whole matching, sequencing, and patterning.
7. Have a child re-tell their favorite story using props. They can dress up in costumes to act it out or make puppets to help illustrate the plot of the story.
8. Practice drawing letters or numbers by tracing them in a tray of sand, rice, or cornmeal. Shake the tray to “erase” after each letter or number.
9. Staple or tape blank paper together to make a booklet. Ask the child to tell a story by drawing a picture on each page. If they would like, they can dictate the story to you and you can write it in the booklet as well.
10. Play the “I Spy” game to practice beginning letter sounds. Start the game by saying something like, “I spy something that begins with ‘b’ (using the letter sound).” Later, you can expand the game to include pre-spelling skills by saying “I spy something that begins with ‘d’ and ends with ‘g’ (dog).”



Problems with dissemination of the concept

- uneven level of emergent literacy acknowledge among European librarians
- no coordination at the local, regional, national and international level
- lack of substantive publications and guidelines, especially in post-communist countries
- regarding many languages in EU there's no easy transfer between experiences – not enough materials in English



Conclusions

Need for:

- developing unified programs and scenarios
- bigger than before support for librarians who are very enthusiastic about new activities, but usually suffer from the lack of money and understanding of decision-makers
- greater cooperation between institutions in European countries, eg. through projects funded by EU
- more librarian education opportunities targeted to the youngest users



Thank you for your attention!

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