

Reading Develops Language Skills: A Parent Handout in Eleven Languages



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Multicultural Multilingual Interest Group**

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TABLE OF CONTENTS

Content	Page
Introduction	1
Document Integrity	2
Instructions for Use	4
Reading Documents	
• Arabic	8
• Simplified Chinese	9
• Traditional Chinese	10
• English	11
• French	12
• Hindi	13
• Italian	14
• Punjabi	15
• Somali	16
• Spanish	17
• Tamil	18
• Urdu	19
References	20
Resources	21
Appendix 1: Original English Version	23
Appendix 2: Field Testing Questionnaires	25
Appendix 3: Survey Feedback Comments	29

Introduction

The Ontario Association of Speech-Language Pathologists and Audiologists (OSLA) Multicultural Multilingual Interest Group was established in 1993 to help professionals increase their abilities in working with clients from diverse populations by expanding their knowledge and skills, accessing appropriate resources, and developing relevant materials. Before long, its members realized that the caseloads of North American professionals working with children and families were becoming increasingly culturally and linguistically diverse. For example, it had been estimated that by the year 2000, 40% of the children in American schools would be from ethnically diverse backgrounds (Johnson, Pugach, & Devlin, 1990); that by the year 2020, mainstream whites would be outnumbered by racial and ethnic minorities in the United States (Mazon, 1992); and that by the year 2080, the white population in America would be the largest minority in the country (Cole, 1989). Despite this growth in population, there is a serious lack of resource materials available in a wide variety of languages. Further, members understood the important connection between first language (L1) and second language (L2) skills to include the premises that well established L1 skills support the development of L2 (Perozzi, 1985; Perozzi & Sanchez, 1992), and that there is a transfer of skills from one language to another (Cummins, 1996). It was also realized that parental involvement in the education of their children is critical to academic success (Chapman & Heward, 1982; Correa, 1989; McGeeney, 1969; Rich, 1987; Tinajero, 1992) and that professionals working in multicultural contexts reportedly have fewer contacts with parents of minority students and provide a narrower range of service (Harry, 1992).

In recognition of the importance of first language skills, the significance of parental involvement in the development of their children, the lack of material in a variety of languages, and with the mandate to create relevant materials, the OSLA Multicultural Multilingual Interest Group began a pilot project devising *Reading Develops Language Skills: A Parent Handout in Ten Languages*. This short, concise and readable document was prepared as a resource for North American professionals to help parents use their first language to encourage their child's language development through the use of books.

The process of creating the document translation package started as an arduous journey which began with the creation of an English version of the document. Based on a needs survey of communities served by speech-language pathologists in Toronto, Ontario, ten additional languages were then selected for the translation process. The ten languages chosen for document translation included Arabic, Chinese, French, Hindi, Italian, Punjabi, Somali, Spanish, Tamil and Urdu. The original document was then translated into these languages by volunteers with a range of translation skills and available technology. Originally translated in the early 1990s, some versions were typed, some were electronically produced, and others were handwritten. These precious copies were then translated back into English, the results of which provided the basis for revisions. The revised documents were field tested and feedback from professionals, parents, and community members were used for further improvements.

Attempts were made to publish the entire manuscript, and a publisher who had access to all the fonts and scripts necessary to professionally produce the material was found. After years of trying to produce a quality piece of work using advanced technology and equipment, the goal was finally insight. And then the publisher disappeared. Fast forward almost a decade later and technology has caught up to the needs required to complete the document. With the recognition that just about every computer has the potential to manage the fonts and scripts needed, the project was revitalized and completed for distribution.

The value of the document translation pilot project did not end with the publication of this document. For the participants, it was the knowledge gained through the *process* of creating the package that proved invaluable. Two critical insights were most apparent. First, unknown cultural differences between the target audiences and original English document were revealed during the process of translating documents back into English. For the benefit of the reader, the knowledge gained during this process has been incorporated in the manual section *Suggestions for Use* (page 4). Secondly, the magnitude of field testing the translated versions was evident, and led to many questions, both general and language specific. Some of the questions debated the level of language to use in the translations (e.g., formal versus informal), how much time to allow for feedback, and how to deal with the variety of cultural interpretations of the information. All questions were answered to the best of the contributors' abilities, resulting in this document, which is hoped will be a valuable resource for professionals and parents.

Document Integrity

Quality

Several steps were taken to protect the quality and integrity of the document. The original English version (Appendix 1: English Version) was developed by trained speech-language pathologists, professionals with expert knowledge and experience in the area of communication development and disorders. The original version subsequently underwent several editorial reviews and revisions. The content reflects a North American understanding of the use of books to facilitate the language skills of pre-school and primary aged children, while incorporating consideration of the family's culture. Essentially, the document strives to help parents prepare their youngsters with a set of skills to better match the current North American education system, a factor which would contribute to their academic success.

The original document was translated into ten different languages by various people with a range of skills. Wherever possible, the original translation was completed by a speech-language pathologist fluent in the language of translation. As it was not always possible to locate a clinician speaking a target language, some translations were provided by educators and community members. Due to financial constraints, only one document, the Somali translation, was completed by a professional translator, and the Spanish translation was reviewed by a professional translator.

Translation is known to require skill, training, and thought (Kayser, 1993). The process can alter the linguistic difficulty of the message (Miller, 1984) as well as components such as word length, word frequency, phrase length, and syntactic complexity, (Paradis, 1984). In recognition of the cultural and linguistic complexities involved in translation, each of the ten translations was translated back into English in order to identify cultural or linguistic discrepancies. The results of the back translation provided the basis for revisions to the original and translated documents, allowing for clarification of ambiguous terms and professional jargon while ensuring the accuracy of the intent of the text. A speech-language pathologist fluent in the language of translation was involved in either the original translation or subsequent back translation in all languages except Punjabi and Somali.

Field Testing

The revised document was field tested by various professionals (i.e., speech-language pathologists, teachers, counsellor and psychologist) for use with parents in the Toronto, Ontario area. The document was accompanied by questionnaires pertinent to the needs of professionals and parents and a self-addressed, stamped envelope. The survey for professionals utilized primarily a yes/no format with spaces for additional comments, while that for parents consisted of a simple forced choice survey combined with fill-in-the-blank questions (see Appendix 2: Field Testing Surveys). All the surveys were created in English due to the time and cost involved in translation. It was hoped that the parent questionnaire could be completed independently by parents comfortable with the English language, or in collaboration with the professional and/or translator using the document. It is likely that the unavailability of the questionnaire in additional languages contributed to the poor rate of response return. To further encourage return of response, follow-up telephone calls were scheduled for one month post delivery on outstanding surveys and the return deadline was extended for four months to accommodate the summer vacation for participants working in educational settings.

A total of thirty packages were distributed to professionals with the instructions to copy as many documents as needed. Responses were received from a combined total of nineteen professionals, community members, and parents, providing twenty-five surveys on eight of the languages. All languages received some feedback, except Arabic and Somali (Table 1). The feedback received from the field testing provided the basis for further revisions of the document. In general, the document and translations were well received by professionals and parents (see Appendix 3: Survey Feedback Comments)

Table1. Number of Responses

LANGUAGES	SPEECH- LANGUAGE PATHOLOGISTS	PARENTS	COMMUNITY MEMBERS	TOTAL
Arabic	0	0	0	0
Chinese	2	2	2	6
English	4	0	0	4
French	3	1	0	4
Hindi	1	1	0	2
Punjabi	1	1	1	3
Somali	0	0	0	0
Spanish	1	1	0	2
Tamil	1	2	0	3
Urdu	1	0	0	1
TOTAL	14	8	3	25

Suggestions for Use

North American professionals such as educators and speech-language pathologists, are increasingly challenged to convey the importance of reading and its role in language development and academic achievement to the growing number of parents who represent a variety of cultural backgrounds and for whom English is not the first language. This document is recommended for use by professionals to facilitate such discussions. For monolingual professionals, responsible use would involve working in collaboration with a cultural and linguistic informant to provide cultural and linguistic interpretation to ensure the most appropriate use of the information contained herein. The translations are not intended to be a replacement for professional services or dialogue with parents. Rather, it is expected that professional judgement and personal consideration will be exercised to ensure the credible implementation of the document. To assist professionals in making decisions regarding the appropriate use of the document, relevant information is provided below and recommended readings are provided in the resource section of this manual.

FIRST LANGUAGE USE

Addressing first language issues is often a clinical and educational consideration. It is important to respect a family's right to their own language and to understand the role language plays in expressing identity and cultural values. For a child to participate in the life of the family and community, they must also participate in their language. Families should be encouraged to use the language in which they are the strongest, as well as English, if they so choose. Families need to understand that using their dominant language can help build a rich understanding of the world and establish a strong foundation for the development of additional languages. In addition, research has demonstrated the importance of first language in the development of English language skills.

CULTURAL CONSIDERATION

Culture permeates everything we do and believe, how we understand and interact with the world. It is an integral part of our identity. Thus cultural interpretation is critical in communicating new information.

Although every attempt has been made to verify the cultural and linguistic translations of this document, professionals must be aware of the inherent limitations. For example, even the concept of "reading" is defined and experienced quite differently by various cultures and people. The western concept of reading to children is often associated with a bedtime ritual and much discussion and open-ended questions. For many cultures, however, this concept of reading may be quite unfamiliar. Some families might interpret "read with your child" as all members of a family reading silently to themselves. Other cultures might define reading as a "skill-based" activity where accuracy is the most important feature. Deviating from the text for discussion and questioning during reading may be unfamiliar experiences. It is important that professionals be sensitive to these different world views. As such, discussion and demonstration are recommended to accompany the use of this document.

DIVERSITY WITHIN CULTURAL GROUPS

Professionals must ensure that their practices are culturally sensitive and appropriate. Professionals are encouraged to become familiar with some specific information pertaining to individual cultures, while not overgeneralizing the information to all members of that group. Overgeneralization leads to stereotyping behaviours. Not all individuals within a cultural group are the same. In reflecting on our own culture, it becomes evident that a great deal of variation exists within groups.

ACADEMIC SUCCESS

It can be helpful when encountering different perceptions about reading, to let families know that the activities you are suggesting have been found to be effective in developing vocabulary, sentence structure, story telling, general knowledge, and thinking skills, all of which support children's academic success in North American school systems. In this way we give the message that North American education systems may be based on a different structure and philosophy than those with which others are familiar from their own school experience. This acknowledges that parents' new role may be unfamiliar and it also helps to inform them of the skills that are expected in North American school systems.

REALISTIC EXPECTATIONS

It is imperative for professionals to set up realistic expectations regarding parents' participation in their child's education, and to encourage parents to see the role that they can play. It is important to understand what the roles and responsibilities of family members are, so that traditional roles are valued and reasonable expectations can be set. In some cultures, for example, it is not always the mother who spends the most time with the child. Extended family members such as grandparents, aunts, or cousins and care givers such as nannies may play an important role in a child's life. Thus it is vital to identify who may be the main care giver and what skills that person has that can be utilized to facilitate language development.

DEMONSTRATE

Some of the suggestions provided in the reading document may warrant demonstration. Many people learn best when they see and observe. For example, making up your own story from pictures in a book or using wordless picture books may be an unfamiliar experience. A demonstration and a discussion about how this constitutes "reading" by North American definitions, can be helpful.

USE OF LITERATE ORAL LANGUAGE

Book reading is not a common experience for all families. It may be more appropriate to focus on activities that are more familiar like oral story telling and reciting of poems and songs to help develop language. These activities are more literate uses of oral language. Since these activities are often undertaken by the elders and extended family members, encouraging and valuing these activities has the added advantages of validating the roles of significant others in the child's learning.

It helps to remember that working with all families is an ongoing process. Expect that there will be different interpretations of information. Be willing to listen and learn. Increase your knowledge of relevant multicultural issues by collaborating with members of the cultural communities with whom you work. Become informed of the current research on bilingualism and multiculturalism. Seek creative ways to address a client's needs while being realistic in what you can expect to accomplish. Most importantly, celebrate the information you have been able to give and the learning you have gained by working with families from different cultural and linguistic backgrounds.

القراءة تنمي قدرات الطفل اللغوية
(مقترح للاطفال في مرحلتي الحضانة والابتدائية)
(Arabic)

أهمية القراءة

- * قراءة قصص الأطفال مع طفلك يعني قضاء بعد من الوقت معه
- * قراءة القصص على طفلك تساعده على تنمية قدراته اللغوية. وتستطيع القراءة عليه باى لغة اخرى
- * القراءة خلال السنوات الاولى من عمر الطفل بصوت مرتفع تساعده على تعلم القراءة
- * الطفل الذى يتقن القراءة ينجز على نحو افضل فى المجال الدراسى

كيفية اختيار الكتاب الملائم:

- * هو الكتاب الذى يحتوى على صور ملونة وجذابة
- * الذى تدور احداثه حول شخصيات ومواضيع تهتم طفلك
- * الذى يتناول أنشطة يومية مثلا الذهاب الى السوق لشراء التموين أو تجهيز وجبة غذائية
- * اعطى طفلك فرصة اختيار الكتاب الذى سترأه معه حتى اذا أدى ذلك الى تكرار نفس المواضيع ، لأن التكرار يساعده على توقع أحداث القصة

- * اقرأ معه واحكى له قصص من تراثك

الوقت والمكان الملائمان للقراءة:

- * اقرأ لطفلك يومياً
- * أفضل وقت للقراءة هو عندما تكونان فى حالة استرخاء مثل قبل النوم
- * افضل مكان للقراءة هو المكان المريح الهادىء

اسلوبك فى القراءة

- * اقرأ ببطء
- * دع القصة تدخل السرور والبهجة عليكما أثناء القراءة وليس ضرورياً الالتزام بالنص
- * علق و أشر الى الصور أثناء القراءة
- * اسمح لطفلك بأن يشاركك التعليق على القصة

كيفية حث الطفل على المشاركة:

- * تمهل قبل الانتقال الى صفحة جديدة لاعطاء طفلك الفرصة للنظر الى الصور والرسومات وطرح أى أسئلة قد تطرأ على ذهنه
- * تمهل وأعطيه فرصة تكلمة الجمل
- * اقرأ بحبوبة و ذلك باضافة المؤثرات الصوتية و الحركية على القصة تشد انتباه الطفل لاطول فترة ممكنة
- * اعمل على تغيير نبرة صوتك لتناسب شخصيات القصة

اين تجد القصص:

- * فى المكتبات العامة
- * بالمكتبات \ مكتبات متخصصة لكتب الأطفال
- * بالاستعارة من الأصدقاء
- * بالمجلات التى تتبع الفضلات أو لدى أفراد يتخلصون من أغراض قديمة أو مستعملة
- * كما يمكنك استخدام صور من ألبوم العائلة أو من المجلات و تأليف القصص حولها.



读书乐 - 阅读能增进语文能力
(适合学前及初小年龄儿童)
(Simplified Chinese)

为甚么要阅读?

- 一起阅读, 可以增加亲子的时间。
- 阅读故事书, 可以增强语文能力。
- 用你最流利的语言去读。
- 对幼童诵读故事书, 可助孩子学习阅读。
- 阅读能力强的孩子, 在学校会有更优异的成绩。

读些甚么?

- 选择有颜色和插图有趣的故事书。
- 选择你子女感到有兴趣的人物及活动的故事书。
- 选择和日常生活经验有关的故事书, 例如: 逛商场或晚上准备就寝。
- 让你的子女挑选故事书, 即使重复读一本书多次亦无妨。
- 你的子女会喜欢重复读一本书多次, 因为可以更容易推测故事的发展。
- 可读有关中国文化的故事书。
- 可讲述中国民间故事。

甚么时间阅读?

- 每天读。
- 找一段你和孩子都感觉轻松的时间, 例如: 睡觉前。
- 找一处安静舒适的地方, 例如: 床上, 安乐椅, 沙发。

怎样阅读?

- 慢慢读。
- 多花时间享受故事内容。不一定要每字读, 亦可将内容口语化。
- 一面读, 一面指出图像和讲解说明。
- 读一小部份后, 停下来让孩子有机会参与。

怎样引导孩子参与?

- 每读完一页, 可等一下才继续揭一页, 好让孩子有机会去看插图和提问。
- 你可读句子的前半, 让孩子去完成句子。
- 一边读, 一边加上动作, 例如: 拍手, 挥手, 行军操; 使故事更加有趣。
- 加上配音会令故事更生动, 例如: 车声, 动物声。
- 为故事不同人物配上不同口音。

那里可以找到书本?

- 公立图书馆
- 书店/儿童图书公司
- 从朋友处借来
- 周末邻里旧货平卖摊
- 用家庭照片或杂志图片来自制图书亦可



讀書樂 - 閱讀能增進語文能力 (適合學前及初小年齡兒童) (Traditional Chinese)

為甚麼要閱讀？

- 一起閱讀，可以增加親子的時間。
- 閱讀故事書，可以增強語文能力。用你最流利的語言去讀。
- 對幼童誦讀故事書，可助孩子學習閱讀。
- 閱讀能力強的孩子，在學校會有更優異的成績。

讀些甚麼？

- 選擇有顏色和插圖有趣的故事書。
- 選擇你子女感到有興趣的人物及活動的故事書。
- 選擇和日常生活經驗有關的故事書，例如：逛商場或晚上準備就寢。
- 讓你的子女挑選故事書，即使重覆讀一本書多次亦無妨。
- 你的子女會喜歡重覆讀一本書多次，因為可以更容易推測故事的發展。
- 可讀有關中國文化的故事書。
- 可講述中國民間故事。

甚麼時間閱讀？

- 每天讀。
- 找一段你和孩子都感覺輕鬆的時間，例如：睡覺前。
- 找一處安靜舒適的地方，例如：床上，安樂椅，沙發。

怎樣閱讀？

- 慢慢讀。
- 多花時間享受故事內容。不一定要每字讀，亦可將內容口語化。
- 一面讀，一面指出圖像和講解說明。
- 讀一小部份後，停下來讓孩子有機會參與。

怎樣引導孩子參與？

- 每讀完一頁，可等一下才繼續揭一頁，好讓孩子有機會去看插圖和提問。
- 你可讀句子的前半，讓孩子去完成句子。
- 一邊讀，一邊加上動作，例如：拍手，揮手，行軍操；使故事更加有趣。
- 加上配音會令故事更生動，例如：車聲，動物聲。
- 為故事不同人物配上不同口音。

那裏可以找到書本？

- 公立圖書館
- 書店/兒童圖書公司
- 從朋友處借來
- 週末鄰里舊貨平賣攤
- 用家庭照片或雜誌圖片來自制圖書亦可



Reading Develops Language Skills

(recommended for pre-school - primary aged children)
(English)

Why read:

- Sharing a book means spending time together
- Reading a story teaches good language skills. Use the language you know best.
- Reading aloud to a child at an early age helps the child learn to read
- Children who are good readers do better at school

What to read:

- Choose books that have colourful and interesting pictures
- Choose books about people and activities that your child likes
- Choose books about everyday events like going shopping or getting ready for bed
- Let your child choose the books you will read together, even if it means reading the same stories again and again
- Your child will enjoy hearing the same story again and again because he/she can guess what is going to happen
- Read stories about your own culture
- Talk about stories from your own culture

When to read:

- Read to your child every day
- Find a time when you and your child are relaxed such as before bedtime
- Choose a place that is comfortable and quiet such as a bed, chair or couch

How to read:

- Read slowly
- Take time to enjoy the story. You don't need to read every word.
- Point to and label pictures
- Read a little of the book, then wait to give your child time to JOIN IN

How to get your child to JOIN IN

- Wait before turning the page to give your child time to look at the pictures and ask questions
- Read the first part of a sentence and let your child complete it
- Add actions like clapping, waving or marching to make the story more interesting
- Add sounds that match the story (car sounds, animal sounds)
- Change your voice to match each character in the story

Where to find books:

- Public library
- Book stores/ Children's book stores
- Borrow from friends
- Garage/yard/rummage sales
- Make up your own book using family photos or pictures from magazines



La lecture développe les compétences linguistiques

(pour les enfants d'âge scolaire et pré-scolaire) (French)

Pourquoi doit-on lire?

- Lire à deux, c'est passer du temps ensemble.
- La lecture apporte des compétences linguistiques. Lisez dans votre langue que vous maîtrisez le mieux.
- Les enfants apprennent plus facilement à lire quand on leur lit des histoires à haute voix.
- Les enfants qui lisent bien ont un meilleur rendement en classe.

Que doit-on lire?

- Choisissez des livres qui ont des illustrations vivantes et intéressantes.
- Choisissez des livres qui ont des sujets qui intéressent votre enfant.
- Choisissez des livres qui traitent la vie de tous les jours, par exemple le magasinage ou l'heure du coucher.
- Laissez votre enfant choisir les livres que vous lirez ensemble, même si cela signifie lire et relire les mêmes histoires.
- Lisez et racontez des histoires qui se rapportent à votre culture.

Quand doit-on lire?

- Lisez chaque jour avec votre enfant.
- Choisissez un moment quand vous êtes tous les deux détendus.
- Choisissez un endroit calme et confortable.

Comment doit-on lire?

- Il faut lire lentement.
- Il n'est pas nécessaire de lire chaque mot, mais il faut prendre le temps d'apprécier l'histoire.
- Montrez et identifiez les objets dans les images.
- Lisez une partie du livre, puis encouragez votre enfant à participer en lisant.

Comment encourager la participation?

- Laissez votre enfant regarder les images et poser des questions avant de tourner la page.
- Lisez la première partie d'une phrase et attendez que votre enfant la complète.
- Rendez l'histoire plus vivante et intéressante en faisant des gestes et des mouvements.
- Ajoutez des sons appropriés (de moteurs, d'animaux...)
- Prenez une voix différente pour chaque personnage.

Où trouver des livres?

- À la bibliothèque
- Dans les librairies.
- Empruntez les livres de vos amis.
- Au marché aux puces ou ventes de garage.



अध्ययन भाषा में कुशलता बढ़ाता है (Hindi)

(पढ़ना) अध्ययन क्यों:

- पुस्तक के साथ हिस्सेदारी अर्थात आपस में समय बिताना।
- एक कहानी को पढ़ना अच्छी भाषा में कुशलता सिखाता है।
- शुरूआती उम्र में ऊंची आवाज में पढ़ाना बच्चों को पढ़ना सिखने में सहायता करता है।
- बच्चे जो अच्छे पढ़ने वाले हैं, स्कूल में अच्छे होते हैं।

क्या पढ़ें (क्या अध्ययन करें)

- वो पुस्तकें चुनें रंगदार और रोचक चित्र हों।
- वो पुस्तकें चुनें जिनमें बच्चों की पसंद के व्यक्ति और क्रियाकलाप हों।
- वो पुस्तकें चुनें जिन में रोजर्मा के काम जैसे के खरीददारी करने जाना था। बिस्तर के लिए तैयार होना हो।
- अपने बच्चों को वो पुस्तकें चुनें दें जिन्हें आप एक साथ पढ़ सकें, इसका मतलब चाहे वोही कहानियां बार-बार पढ़ना हो।
- आपके बच्चे बार-बार वही कहानी सुनने का आनन्द लेंगे क्योंकि वो अनुमान लगायेंगे कि आगे क्या होने वाला है।
- अपनी संस्कृति के बारे में कहानियां पढ़ें।
- अपनी संस्कृति की कहानियों के बारे में बातचीत करें।

कब पढ़ें:

- अपने बच्चे के लिए रोज पढ़ें।
- वो समझ दूँगे जब आप और आपका बच्चा आराम से हो जैसे कि बिस्तर पर जाने से पहले।
- वो स्थान चुनें जो कि आरामदायक और शांत हो जैसे कि बिस्तर, कुर्सी और शैया।

कैसे पढ़ें:

- धीरे पढ़ें।
- कहानी का आनन्द लेने के लिए समय लें। आपको हर शब्द पढ़ने की जरूरत नहीं।
- चित्रों पर बिन्दू लगाएं और उन्हें नाम दें।
- पुस्तक का कुछ हिस्सा पढ़ें, फिर इन्तजार करें और अपने बच्चे को साथ आने का समस दें।

अपने बच्चे को कैसे साथ लें:-

- पन्ना पलटने से पहले इंतजार करें ताकि बच्चे को समय मिले चित्र देखने का और वो प्रश्न पछें।
- वाक्य का पहला हिस्सा पढ़ें और फिर अपने बच्चे को इसे पूरा करने दें।
- ताली बजाना, लहराना जैसे कार्य जोड़ें ताकि कहानी को और रोचक बना सकें।
- कहानी के साथ आवाजें जोड़ें (कारों की आवाजें, जानवरों की आवाजें)
- कहानी के प्रत्येक पात्र के साथ आवाज बदलें कहां से किताबे (पुस्तकें) दूँगे।
- पुस्तकालय
- किताबों की दुकानें/बच्चों की किताबों की दुकानें।
- मित्रों से उधार लें।
- मोटरखाने/आंगन/बाजारों से।
- परिवार और पत्रिकाओं से चित्र लेकर अपनी किताबें बनायें।



Leggendo Si Sviluppa L'abilità Della Lingua

(Raccomandato per asilo infantile ed età scolare)

(Italian)

Perché Leggere:

- Condividere un libro vuol dire trascorrere del tempo insieme.
- Leggere una storia insegna l'arte della lingua. Usi la lingua che tu meglio parli ed anche l'inglese.
- Leggere ad alta voce ad un bambino a una tenera età l'aiuterà ad insegnargli leggere.
- I bambini che sono buoni lettori saranno molto più bravi a scuola.

Cosa Leggere:

- Scegli libri che contengono colori vivaci e immagini interessanti.
- Scegli libri che contengono persone e attività che piacciono al tuo bambino.
- Scegli libri riguardo gli eventi giornalieri come andare a fare delle compere oppure prepararsi ad andare a letto.
- Lascia che tuo figlio scelga il libro che dovreste leggere insieme più volte la stessa storia ripetutamente.
- Al tuo bambino piacerà ascoltare la stessa storia ripetutamente perchè lui potrà già predire che succederà.
- Leggere delle storie della tua cultura.
- Parlagli delle storie della tua cultura.

Quando Leggere:

- Leggi al tuo bambino giornalmente.
- Trova temp quando tu ed il tuo bambino siete rilassati come prima di andare a letto.
- Scegli un posto che sia confortevole e quieto (disimpegnato da distrazioni come il letto, sedia oppure divano).

Come Leggere:

- Leggere lentamente.
- Avere il temp per goderti la storia. Non c'è bisogno di leggere ogni parola.
- Indica a ogni immagine.

Come Far Sì Che Tuo Figlio Partecipa:

- Aspetta prima di girare la pagina così dai abbastanza tempo al bambino per guardare le immagini e farti delle domande.
- Leggi la prima parte della frase e lasci che finisca lui a completarla.
- Aggiungere gesti come battere le mani, salutare, o marciare per rendere la storia più interessante.
- Aggiungere suoni che s'intonizzano con la storia .
- Cambia la tua voce per rappresentare i vari personaggi.

Dove Trovare I Libri:

- La biblioteca.
- Un negozio dei libri per bambini.
- Prendere in prestito da un amico/amica.
- Garage/giardino/svendita.
- Farti un tuo libro usando foto di famiglia oppure figure ritagliate dalle riviste.



ਪੜਨਾ ਭਾਸ਼ਾ-ਗਿਆਨ ਨੂੰ ਵਿਕਸਿਤ ਕਰਦਾ ਹੈ ।
(ਪ੍ਰੀ-ਸਕੂਲ ਅਤੇ ਪ੍ਰਾਇਮਰੀ ਉਮਰ ਦੇ ਬੱਚਿਆਂ ਲਈ)
(Punjabi)

ਪੜਨਾ ਕਿਉਂ ਚਾਹਿਦਾ ਹੈ ?

- ਜਦੋਂ ਤੁਸੀਂ ਬੱਚੇ ਨਾਲ ਬੈਠ ਕੇ ਪੜਦੇ ਹੋ ਤਾਂ ਤੁਹਾਨੂੰ ਆਪਣੇ ਬੱਚੇ ਨਾਲ ਬੈਠਣ ਦਾ ਸਮਾਂ ਮਿਲਦਾ ਹੈ ।
- ਕਹਾਣੀਆਂ ਪੜਨਾ ਭਾਸ਼ਾ ਦਾ ਚੰਗਾ ਗਿਆਨ ਕਰਾਉਂਦਾ ਹੈ । ਉਹ ਭਾਸ਼ਾ ਚੁਣੇ ਜਿਹੜੀ ਤੁਹਾਨੂੰ ਚੰਗੀ ਤਰਾਂ ਆਉਂਦੀ ਹੋਵੇ ।
- ਉੱਚਾ ਪੜਨ ਨਾਲ ਬੱਚਿਆਂ ਨੂੰ ਛੋਟੀ ਉਮਰ ਵਿੱਚ ਜਲਦੀ ਸਮਝ ਆਉਣ ਲਗ ਜਾਂਦਾ ਹੈ ।
- ਜੇ ਬੱਚੇ ਘਰ ਵਿਚ ਕਿਤਾਬਾਂ ਪੜਨ ਦਾ ਸ਼ੌਕ ਰੱਖਦੇ ਹਨ ਉਹ ਸਕੂਲ ਵਿੱਚ ਵੀ ਅਛੇ ਪੜਨ ਵਾਲੇ ਸਾਬਤ ਹੁੰਦੇ ਹਨ

ਕੀ ਪੜਨਾ ਚਾਹੀਦਾ ਹੈ ?

- ਰੰਗੀਨ ਅਤੇ ਦਿਲਚਸਪ ਤਸਵੀਰਾਂ ਵਾਲੀਆਂ ਕਿਤਾਬਾਂ ਚੁਣੋ ।
- ਉਹ ਕਿਤਾਬਾਂ ਚੁਣੋ ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਹਰ ਰੋਜ਼ ਵਰਤੋਂ ਆਉਣ ਵਾਲੀਆਂ ਵਸਤੂਆਂ ਜਿਵੇਂ ਕੀ ਖਰੀਦਾਰੀ ਲਈ ਜਾਂ ਬੱਚੇ ਦੇ ਸੋਣ ਸਮੇਂ ਲਈ ਤਿਆਰ ਕਰਨਾ ਆਦਿ ।
- ਉਹ ਕਿਤਾਬਾਂ ਚੁਣੋ ਜਿਹੜੀਆਂ ਬੱਚੇ ਪਸੰਦ ਕਰਦੇ ਹੋਣ ।
- ਬੱਚੇ ਨੂੰ ਅਪਣੀਆਂ ਕਿਤਾਬਾਂ ਆਪ ਚੁਣਨ ਦਿਉ ਜੋ ਤੁਸੀਂ ਇੱਕਠੇ ਬੈਠ ਕੇ ਪੜ ਸਕੋ । ਚਾਹੇ ਉਹ ਕਹਾਣੀ ਵਾਰ ਵਾਰ ਪੜਨੀ ਪਵੇ ।
- ਇਕੋ ਕਹਾਣੀ ਵਾਰ ਵਾਰ ਪੜਨ ਅਤੇ ਸੁਣਨ ਨਾਲ ਬੱਚਾ ਆਨੰਦ ਮਾਣੇਗਾ ਅਤੇ ਉਹ ਅੰਦਾਜ਼ਾ ਲਗਾਏਗਾ ਅਗੇ ਕੀ ਹੋਵੇਗਾ ।
- ਆਪਣੇ ਸਭਿਆਚਾਰ ਬਾਰੇ ਕਹਾਣੀਆਂ ਪੜੋ ।
- ਆਪਣੇ ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕ ਕਹਾਣੀਆਂ ਬਾਰੇ ਗਲਬਾਤ ਕਰੋ ।

ਕਦੋਂ ਪੜਨਾ ਚਾਹਿਦਾ ਹੈ ?

- ਆਪਣੇ ਬੱਚੇ ਨੂੰ ਹਰ ਰੋਜ਼ ਕਹਾਣੀਆਂ ਪੜ੍ਹ ਕੇ ਸੁਣਾਉ ।
- ਕਹਾਣੀ ਸੁਣਾਉਣ ਵਾਸਤੇ ਢੁਕਵਾਂ ਸਮਾਂ ਚੁਣੋ ਜਿਵੇਂ ਕਿ ਬੱਚੇ ਦੇ ਸਾਉਣ ਦਾ ਸਮਾਂ ।
- ਆਰਾਮਦੇਹ ਅਤੇ ਸ਼ਾਂਤ ਜਗ੍ਹਾ ਚੁਣੋ ਜਿਵੇਂ ਕਿ ਬਿੱਸਤਰ, ਕੁਰਸੀ ਅਤੇ ਸੌਫਾ ਆਦਿ ।

ਕਿਸ ਤਰਾਂ ਪੜਨਾ ਚਾਹਿਦਾ ਹੈ ?

- ਹੌਲੀ ਹੌਲੀ ਪੜੋ ।
- ਕਹਾਣੀ ਦਾ ਆਨੰਦ ਲੈਣ ਲਈ ਬੱਚੇ ਨੂੰ ਸਮਾਂ ਦਿਉ । ਜਰੂਰੀ ਨਹੀਂ ਕੀ ਤੁਸੀਂ ਕਹਾਣੀ ਦਾ ਹਰ ਸ਼ਬਦ ਪੜੋ ।
- ਤਸਵੀਰਾਂ ਵੱਲ ਇਸ਼ਾਰਾ ਕਰੋ ਅਤੇ ਉਨ੍ਹਾਂ ਤੇ ਨਿਸ਼ਾਨੀ ਲਾਉ ।
- ਕਿਤਾਬ ਦਾ ਥੋੜਾ ਜਿਹਾ ਹਿੱਸਾ ਆਪ ਪੜੋ ਅਤੇ ਬੱਚੇ ਨੂੰ ਉਸ ਵਿਚ ਸ਼ਾਮਿਲ ਹੋਣ ਦਾ ਮੌਕਾ ਦਿਉ ।

ਬੱਚੇ ਨੂੰ ਪੜਨ ਵਿਚ ਕਿਵੇਂ ਸ਼ਾਮਿਲ ਕਰੀਏ ?

- ਪਨਾਂ ਪਰਤਣ ਤੋਂ ਪਹਿਲਾਂ ਬੱਚੇ ਨੂੰ ਤਸਵੀਰਾਂ ਵੇਖਣ ਅਤੇ ਸਵਾਲ ਪੁਛਣ ਦਾ ਸਮਾਂ ਦਿਉ ।
- ਕਹਾਣੀ ਦਾ ਪਹਿਲਾ ਹਿੱਸਾ ਆਪ ਪੜੋ ਅਤੇ ਬਾਕੀ ਦਾ ਹਿੱਸਾ ਬੱਚੇ ਨੂੰ ਆਪ ਪੂਰਾ ਕਰਨ ਦਿਉ ।
- ਕਿਤਾਬ ਪੜਦੇ ਸਮੇਂ ਤਾਲਿਆਂ ਵਜਾਉਣਾ, ਹੱਥ ਹਿਲਾਉਣੇ ਜਾਂ ਹੌਲੀ ਹੌਲੀ ਤੁਰਨਾ ਕਹਾਣੀ ਨੂੰ ਰੋਚਕ ਅਤੇ ਮਜ਼ੇਦਾਰ ਬਣਾਉਂਦਾ ਹੈ ।
- ਅੱਲਗ ਅੱਲਗ ਪਾਤਰਾਂ ਲਈ ਅੱਲਗ ਅੱਲਗ ਆਵਾਜ਼ ਕਢੋ ।

ਕਿਤਾਬਾਂ ਦੀ ਭਾਲ ਕਿਥੇ ਕਰੀਏ ?

- ਪਬਲਿਕ ਲਾਇਬ੍ਰੇਰੀ ।
- ਕਿਤਾਬਾਂ ਦੀ ਦੁਕਾਨ/ ਬੱਚਿਆਂ ਦੀ ਕਿਤਾਬਾਂ ਦੀ ਦੁਕਾਨ ।
- ਦੋਸਤਾਂ ਤੋਂ ਉਧਾਰ ਲਵੋ ।
- ਗਰਾਜ਼ ਜਾਂ ਯਾਰਡ ਸੇਲ ਤੋਂ ਖਰੀਦੋ ।
- ਪਰਿਵਾਰਿਕ ਤਸਵੀਰਾਂ ਜਾਂ ਮੈਗਜ਼ੀਨ ਦੀ ਵਰਤੋਂ ਕਰਕੇ ਆਪਣੀ ਕਿਤਾਬ ਖੁਦ ਬਣਾਉ ।



Akhriska waxuu xoojiyaa barashada afka

(Waxaa loogu talagalay caruurta aan dugsiiga gaadhin iyo caruurta Dugsiyada Hoose) (Somali)

Maxaa wax loo akhriyaa:

- Buug aad la wadaagto qof waxey la mid tahay adigoo waqti la wadaaga.
- Akhriska sheekooyinka waxay kuu sahleysaa barashada luqada.
- In kor loogu akhriyo sheekada, caruurta yar-yar waxay ka caawinaysaa in ay caruurta akhriska ku bartan.
- Carruurta akhriskooda fiicanyahya, dugsigana way ku fiicanyihiin.

Waxa la akhriyo:

- Dooro buugaagta midabadda ku badanyihiin oo ay ku yaalaan sawiro ku soo jiidanaya.
- Dooro buugaagta kuwa ka sheekeynaaya dadka iyo waxyaalaha ay carruuta jecelyihiin.
- Ka soo dooro buugaagta kuwa ka sheekeeya hawsha maalinwalba la qabto, sida suuq wax ka soo gadashada iyo isku diyaarinta hurdada.
- Ilmaha u ogolow in uu buug uu soo doortay aad wada akhridaan, xataa ha noqdeen heekooyin aad hore u akhrideen
- Caruurta waxay ku raaxaystaan oo ay aad u jecelyihiin in ay isla sheekadii uu hore u akhristay in hadana mar-kale loo akhriyo, maxaa yeelay caruurta waxay jecelyihiin in ay saadaaliyaan waxa soo socda.
- U akhri sheekooyin dhaqankaaga ka sheekaynaya.
- Ka sheeke sheekooyin (sheeko-xariir ah) hiddahaaga iyo dhaqankaaga ku saleysan.

Goorta la akhriyo:

- Sheeko u akhri maalinwalba caruurtaada.
- Wax akhriso waqtiga kuugu fiican oo aad deggan tahay, sida habeenkii inta aan la seexan.
- Dooro meel deggan oo ann shanqadh lahayn sida sariirta, kursiga fadhiga, iwm.

Sidee wax loo akhriyaa:

- Degganaan ku akhri.
- Waqtigaaga kuqaado adigoo ku istarexaaya sheekada aad akhrisaneysa. uma baahnid inaad eray walba akhriso.
- Tilmaan ama magacaw sawirada buugga ku yaala.
- In yar ka akhri buugga, adigoo siinayaa caruurtaada waqti uu ku fahmo ugana qeyb qaato sheekada.

Sideed ilmahaaga uga qeyb gelinaysaa sheekada:

- Dhakhsu ha u rogin boggaga buuga, si aad u siiso ilmahaaga waqti uu wax ku fiirsado amase u su'aal kugu weydiyo
- Waxaad ilmahaaga uga qeybgelisaa sheekada in aad jumlad markaad qeybta hore ka akhrido iyaguna dhameystirkiisa lahaadaan.
- Sii aad sheekada u macaaneyso ood qiimo ugu yeesho, isku day in add ficil ku dartid.
- Dhawaaq sheekada markaas aad akhriyayso ku haboon samee (dhawaaqa baabuurta, ci'da xayawaanka).
- Isku day in aad codkaaga bedeshid adigoo dadka amaba xoolaha sheekada matalaaya aad iska dhigtid.

Xaggeed ka heli kartaa buugaagta la akhristo:

- Maktabodaha caamka ah;
- Dukaamada buugaagta laga lbiyo / dukaamada buugaagta caruurta;
- Adigoo ka amaansanaya asxaabtooda;
- Adigoo ka iibsada meelaha xaraashka ah, buugaagta hore loo soo isticmaalay;
- Waxaad kalood ka heli kartaa in aad ka sameysato buug adigoo isticmaalaya sawirada reerkaaga amaba sawiro aad ka goosatid jariidada aan loo baahneyn.



La lectura desarrolla las habilidades lingüísticas (recomendado para niños en edad pre-escolar y de primaria) (Spanish)

¿Por qué se debe leer?

- Leer un libro significa compartir con su niño/a un rato especial.
- La lectura promueve el desarrollo del lenguaje. Utilice el idioma que usted mejor domine e igualmente el inglés.
- Leyéndole a los niños/as desde que son pequeños/as, hace que ellos/as aprendan a leer más fácilmente.
- Los niños/as que leen bien, se desempeñan mejor en la escuela.

¿Qué se debe leer?

- Escoja libros que tengan dibujos coloridos e interesantes.
- Escoja libros sobre personas y actividades que le gusten a su hijo/a.
- Seleccione libros sobre eventos o situaciones comunes tales como, ir de compras o alistarse para ir a dormir, etc.
- Permita que el niño/a escoja libros que van a leer juntos, aunque esto signifique leer el mismo cuento una y otra vez.
- A su niño/a le gustará leer el mismo cuento varias veces ya que podrá predecir lo que va a suceder.
- Lea cuentos acerca de su cultura.
- Hable acerca de cuentos o sucesos que estén relacionados con su cultura.

¿Cuándo se debe leer?

- Léale a su niño/a todos los días.
- Encuentre el momento en que el niño/a esté relajado/a (cómodo/a y atento/a) como antes de ir a la cama a dormir.
- Busque un lugar cómodo y silencioso como la cama, una silla o sofá.

¿Cómo se debe leer?

- Lea lentamente.
- Tómese el tiempo para disfrutar el cuento/historia. No necesita leer palabra por palabra.
- Señale y describa cada dibujo.
- Lea parte del libro y espere que el niño/a participe y se una con usted en la lectura.

¿Qué puede hacer para que el niño se una en este proceso?

- Espere antes de pasar la hoja para que el niño/a tenga tiempo de mirar los dibujos y hacer preguntas.
- Lea la primera parte de la frase y deje que el niño la complete.
- Use gestos y movimientos con el cuerpo y las manos (por ejemplo: aplauda, diga adiós, marche, etc.) con el fin de hacer el cuento más interesante.
- Haga sonidos que vayan con el cuento (por ejemplo: sonidos de carros y animales).
- Cambie de voz al ir leyendo con el fin de caracterizar a cada personaje del cuento.

¿Dónde puede encontrar libros?

- En las bibliotecas públicas.
- En librerías y almacenes de libros para niños.
- Pídselos prestados a amigos o familiares.
- En ventas de garaje.
- Haga su propio libro utilizando fotografías familiares o recortes de revista.



வாசிப்பு மொழித் திறன்களை விருத்தி செய்கிறது
(முன்பள்ளி - பாலர்வகுப்பு வயதினருக்குச் சிபார்சு செய்யப் படுகிறது) (Tamil)

வாசிப்பு எதற்காக:

- புத்தகம் ஒன்றினை மற்றவர்களுடன் பகிர்வதன் மூலம் அவர்கள் நேரத்தினை ஒன்றாகச் செலவிடுகிறார்கள்
- கதை ஒன்றினை வாசிப்பது மொழித் திறன்களை பயின்று கொள்ள உதவுகிறது. உங்களுக்கு நன்கு தெரிந்த மொழியினையே உபயோகிக்கவும்
- குழந்தை ஒன்றினுக்கு சிறு வயதிலேயே உரத்து வாசித்து விடுவதால் அது வாசிக்கத் தெரிந்து கொள்ள உதவுகிறது
- நன்றாக வாசிக்கும் திறனுடைய குழந்தைகள் பாடசாலையில் திறமையாகச் செயற்படுவார்கள்.

எதனை வாசிப்பது:

- வண்ணமூட்டிய சுவாரஸ்யமான படங்களைக் கொண்ட புத்தகங்களையே தேர்ந்தெடுங்கள்
- உங்கள் குழந்தை விரும்பும் மக்கள் மற்றும் செயல்களைப் பற்றிய புத்தகங்களை தெரிவு செய்யவும்
- கடைக்குப் போதல் மற்றும் படுக்கைக்கு ஆயத்தப்படுத்தல் போன்ற நாளாந்த நிகழ்ச்சிகளைக் கொண்ட புத்தகங்களைத் தெரிவு செய்யுங்கள்
- மீண்டும் மீண்டும் வாசிப்பதாயிருந்தால் கூட உங்களுடன் சேர்ந்து வாசிக்கும் புத்தகங்களை, உங்கள் பிள்ளை தெரிவு செய்வதற்கு அனுமதியுங்கள்
- எது நடக்கப் போகிறது என்பதை ஊகித்துக் கொள்ள முடியும் என்பதால் உங்கள் பிள்ளை ஒரே கதையினை மீண்டும் மீண்டும் வாசிப்பதை கேட்டு சுவாரஸ்யப் படுவார்
- உங்கள் கலாசாரம் சம்பந்தமான கதைகளை வாசியுங்கள்
- உங்கள் காலசாரத்தில் உள்ள கதைகள் பற்றிக் கதையுங்கள்

எப்போது வாசிப்பது:

- உங்கள் பிள்ளைக்கு தினசரி வாசித்து விடுங்கள்
- நீங்களும் குழந்தையும் ஓய்வாக உள்ள படுக்கப்போகு முன்னர் போன்ற நேரத்தினைத் தேர்வு செய்யவும்
- கட்டில், கதிரை அல்லது சோபா போன்ற வசதியானதும், அமைதியானதுமான இடம் ஒன்றினைத் தேர்வு செய்யவும்

எப்படி வாசிப்பது:

- ஆறுதலாக வாசிக்கவும்
- கதையினை ரசிப்பதற்காக நேரத்தினைச் செலவிடவும். எல்லா வார்த்தைகளையும் வாசிக்க வேண்டும் என்பதில்லை.
- படங்களைக் காண்பித்து அவற்றிற்கு தலைப்புக்களை இடவைக்கவும்
- புத்தகத்தின் ஒரு சிறுபகுதியை வாசித்த பின் நிறுத்தி ,அவரும் சேர்ந்து கொள்ள நேரம் கொடுக்கவும்

உங்கள் பிள்ளையையும் சேர்ந்து கொள்ளச் செய்வது எவ்விதம்:

- பக்கங்களைப் புரட்டு முன்னர் சிறிது நிறுத்தி உங்கள் பிள்ளை படங்களை பார்ப்பதற்கு அவகாசம் கொடுத்து அதில் கேள்விகள கேளுங்கள்
- ஒரு வசனத்தின் முதற்பகுதியை வாசித்து அதன் பின், மிகுதியை பிள்ளையை வாசிக்க வையுங்கள்
- கதையினை மேலும் சுவாரஸ்யமாக்கும் பொருட்டு கதைட்டுங்கள்,கைவீசங்கள் அல்லது அணிநடையில் செல்லுங்கள்.
- கதையில் வருவது போன்ற ஓசைகளை (கார் ஓசை,மிருகங்களின் குரல்கள்) எழுப்புங்கள்
- கதையில் வருகின்ற பாத்திரங்கள் போன்று நீங்கள் குரலினை மாற்றி வாசியுங்கள்

புத்தகங்கள் எங்கே கிடைக்கும்:

- பொது நூலகம்
- புத்தகக் கடைகள். சிறுவருக்கான புத்தகக் கடைகள்
- நண்பர்களிடம் இரவல் பெறலாம்
- கராஜ். முன்றில். நடைபாதை .முறிவு விற்பனை
- உங்கள் குடும்பத்து புகைப்படங்களையோ அல்லது சஞ்சிகைகளில் உள்ள படங்களையோ வைத்து நீங்களே உங்கள் புத்தகத்தை ஆக்கிக் கொள்ளலாம்



پڑھنے سے بچے الفاظ اور جملے سیکھتے ہیں (Urdu) (پری اسکول اور پرائمری عمر کے بچوں کے لئے)

پڑھنا کیوں ضروری ہے:

- مل جل کر کہانیاں پڑھنے سے ایک دوسرے کے ساتھ وقت گزارنے کا موقع ملتا ہے
- کہانیاں پڑھنے کی وجہ سے بچے اپنی زبان پر عبور حاصل کرتے ہیں۔ جس زبان پر آپ کو عبور حاصل ہے، اس زبان میں کہانی سنائیں۔
- جن بچوں کو بچپن سے ہی کہانیاں پڑھ کی سنائی جاتی ہیں، وہ سکول کی ابتدا سے ہی خود پڑھنے لگتے ہیں
- ایسے بچے جو روانی سے کتابیں پڑھ سکتے ہوں، ان کو سکول میں بھی کامیابی ہوتی ہے

کونسی کتابیں پڑھیں:

- ایسی کتابوں کا انتخاب کریں جو رنگا رنگ اور دلچسپ تصاویر سے بھر پور ہوں
- ایسی کتابوں کو مینظر رکھیں جو آپ کے بچوں کی پسند کے کردار اور پسندیدہ مشاغل سے آراستہ ہوں
- ایسی کتابوں کا انتخاب کیجئے جس میں روزمرہ کے واقعات ہوں۔ مثلاً بازار جانا اور سونے کی تیاری کرنا وغیرہ
- جو کتاب آپ نے اکتھے پڑھنی ہو بچے کو اس کا انتخاب کرنے دیں، چاہے وہ کتاب آپ پہلے بھی کئی بار پڑھ چکے ہوں
- آپ کا بچہ اس کہانی کو بار بار سننے سے لطف اٹھائے گا کیونکہ وہ جانتا/جانتی ہے کہ اس کہانی میں آگے کیا ہوگا
- بچوں کو اپنے معاشرہ کی کہانیاں سنائیں
- اپنے معاشرہ کی کہانیوں کے بارے میں گفتگو کریں

کہانیاں کس وقت پڑھیں:

- ہر روز بچے کے ساتھ مطالعہ کا وقت رکھیں
- ایسے وقت میں مطالعہ کریں، جب آپ اور آپ کا بچہ پُر سکون ہو۔ مثلاً سونے سے پہلے
- ایسی جگہ کا انتخاب کریں جو بچے کے لئے آرام دہ ہو۔ مثلاً بچے کا بستر، کرسی یا صوفہ

کہانیاں کیسے پڑھیں؟

- آہستہ اور صاف تلفظ سے پڑھیں
- بچوں کے ساتھ مزے لے لے کر پڑھیں۔ توجہ کہانی پر ہونی چاہیئے، لفظوں اور جملوں پر نہیں
- تصویروں کی طرف اشارہ کر کے بچوں کو تصویروں کے نام بتائیں
- پہلے کہانی کا کچھ حصہ پڑھیں پھر بچوں کو اپنے خیالات کے اظہار کا موقع دیں

بچوں کو انکے خیالات بیان کرنے کا موقع کس طرح دیں:

- کتاب کا ہر ورق پلٹتے سے پہلے بچوں کو تصاویر دیکھنے اور سوالات پوچھنے کا موقع دیں۔
- جملے کا پہلا حصہ پڑھ کر اپنے بچے کو موقع دیں کہ وہ جملہ مکمل کرے
- کہانی کو مزید دلچسپ بنانے کے لئے جسمانی حرکات کا سہارا لیں۔ مثلاً ہاتھوں کا اشارہ، تالی بجانا، گنگنا اور مختلف آوازیں نکالنا
- ایسی آوازوں کا استعمال کریں جو کہانی سے مطابقت رکھتی ہوں (موٹر گاڑی کی آواز، جانوروں کی آواز)
- کہانی کے مختلف کردار کے لحاظ سے اپنی آواز میں اتار چڑھاؤ پیدا کریں

کتابیں کہاں سے حاصل کریں:

- پبلک لائبریری سے
- کتابوں کی دکان / بچوں کی کتابوں کی دکان سے
- اپنے دوست سے ادھار لیں
- گیراج / پارک / اور کسی بھی پرانی چیزوں کی سیل سے
- اپنے خاندانی تصاویر یا رسالوں کی تصاویر سے اپنی کتاب خود تیار کریں



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RESOURCES

Multicultural Books

Far Eastern Books – sells dual language books as well as *Star Children's Picture Dictionary* in multiple languages. (tel: 905-477-2900/1-800-292-8886; fax: 905-479-2988).

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APPENDIX 1: ORIGINAL ENGLISH VERSION (1992)

READING DEVELOPS LANGUAGE SKILLS

(Recommended for Pre-School - Primary Aged Children)

Why read:

Sharing a book means spending time together

Reading a story teaches good language skills. Use the language you know best.

Reading aloud to a child at an early age helps the child learn to read

Children who are good readers do better at school

What to read:

Choose books that have colourful and interesting pictures

Choose books about people and activities that your child likes

Choose books about everyday events like going shopping or getting ready for bed

Let your child choose the books you will read together, even if it means reading the same stories again and again

Your child will enjoy hearing the same story again and again because he/she can guess what is going to happen

Read stories about your own culture

Talk about stories from your own culture

When to read:

Read to your child every day

Find a time when you and your child are relaxed such as before bedtime

Choose a place that is comfortable and quiet such as a bed, chair or couch

How to read:

Read slowly

Take time to enjoy the story. You don't need to read every word.

Point to and label pictures

Read a little of the book, then wait to give your child time to JOIN IN

How to get your child to JOIN IN

Wait before turning the page to give your child time to look at the pictures and ask questions

Read the first part of a sentence and let your child complete it

Add actions like clapping, waving or marching to make the story more interesting

Add sounds that match the story (car sounds, animal sounds)

Change your voice to match each character in the story

Where to find books:

Public library

Book stores/ Children's book stores

Borrow from friends

Garage/yard/rummage sales

Make up your own book using family photos or pictures from magazines

**APPENDIX 2:
FIELD TESTING QUESTIONNAIRES**

PROFESSIONAL SURVEY

1. Have you used the package? Yes No
2. Were the instructions on how to use the document clear? Yes No
3. What additional information would you find helpful?
4. How many translated documents have you distributed?
5. Please comment on how useful you have found this package in working with families.
6. Do you have any comments on the content of the original English version? If yes, please elaborate, add extra pages as needed.
7. Do you speak any of the other targeted languages fluently? Yes No
If so, which language(s) do you speak?
8. Please comment on the translated versions of languages you speak fluently.
9. Are there other languages you would find helpful to have translations done for this document? Yes No If yes, please list:
10. Are there other topics you would consider useful to have translations done in a similar format? Yes No
If yes, please list.
11. Would you be interested in becoming involved in any other document translation projects? Yes No
If yes, please complete the following: Name: _____ Title:

Mailing Address:
Phone:

**OSLA Professional Interest Group on Multicultural, Multilingual Issues Document
Translation Project**

"Reading Develops Language Skills"

Community Resource Survey on Document Translation Project

Language translated: _____
(please fill out one survey per translation)

Your feedback is important to us. We would appreciate if you would take the time to fill in the following questions so that we can improve on this translated document.

The document was.....easy to read hard to read

The document was.....clear confusing

The document was culturally...relevent irrelevent

The suggestions made were.....useful not useful

What would you add to improve the document (ie to make it more useful or relevant?)

What would you delete to improve the document?

What cultural/linguistic information can you suggest to help professionals to use the document in a culturally sensitive manner?

Are there other topics your organization would consider useful to have translations done in a similar format? Y N

If yes, please list. _____

Would your organization be interested in becoming involved in other projects? Y N

If yes, what role(s) could your organization offer?

material development (planning and brainstorming)

Translate into _____ language

Un-translate (convert _____ language back to English)

Proofread

Typesetting/ printing

Financial support

test-pilot packages on other topics

(Optional)

Name: _____ Title: _____

Organization: _____

Address: _____

Phone: _____

**OSLA Professional Interest Group on Multicultural, Multilingual Issues Document
Translation Project**

"Reading Develops Language Skills"

Parent Survey on Document Translation Project

Language translated: _____

Your feedback is important to us. We would appreciate if you would take the time to fill in the following questions so that we can improve on this translated document.

The document was.....easy to read hard to read

The document was.....clear confusing

The document was culturally...relevent irrelevent

The suggestions made were.....useful not useful

When I used the suggestions, my child was responsive.....**never sometimes most times always**

To make the document more useful or relevant, I would add:

To improve the document, I would delete:

Other information I would like to see translated includes:

Do you have any other comments?

****RETURN SURVEY TO SLP by _____ (date)****

APPENDIX 3: SURVEY FEEDBACK COMMENTS

Comments from Professionals

- “On the whole, this is a useful and relevant document”
- “Easy to read, clear, relevant and useful”
- “The information is very important for all speech-language pathologists to know when working with children from different cultural backgrounds.”
- “Parents’ eyes lit up when they saw the handout in their own language, especially for cases where [the speech-language pathologist] did not speak their language.”
- “The project is an excellent effort towards meeting the children’s needs.”
- “Wonderful job!”
- “I was extremely happy to read something in my own first language.”
- “This is a very good start. Hopefully, more related brochures will follow.”

Comments from Parents

- “Very helpful - a good way to learn.”
- “Very clear and useful”
- “Would like to see more material like this translated.”