

How drawing can support writing acquisition: text construction in early writing from a Vygotskian perspective

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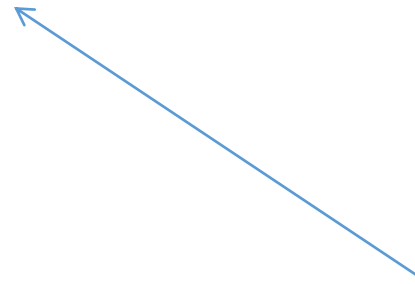
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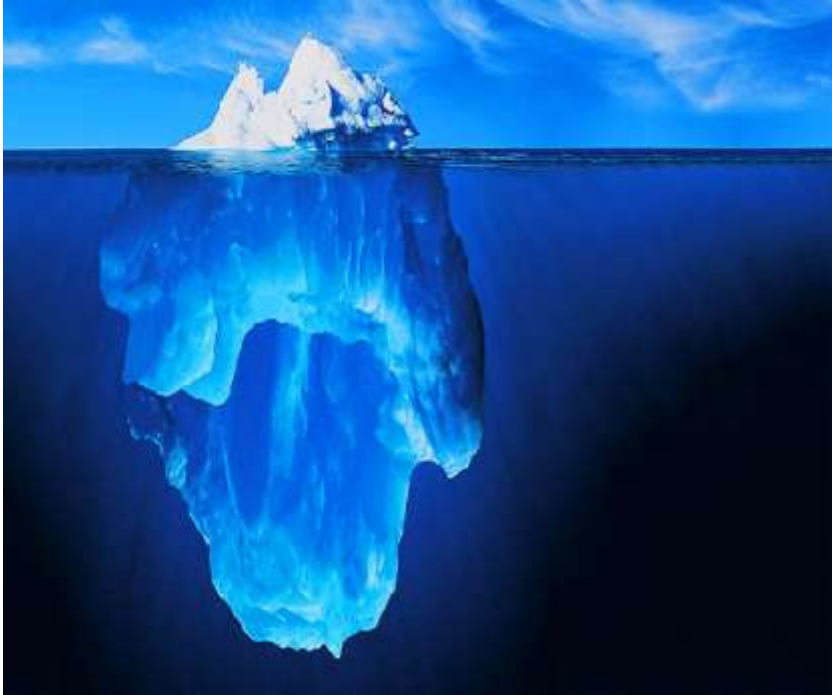
Transition from oral language to written language at kindergarten

Data source

- 10 Kindergarten classrooms
- 10 Kindergarten teachers
- 60 Kindergarten children (6 per class, random)
- 26 girls, 34 boys
- Age range 4.07 – 6.02 at start of school



Transition from oral language to
written language at kindergarten



← Transition from oral language to written language

←
Process of speech development

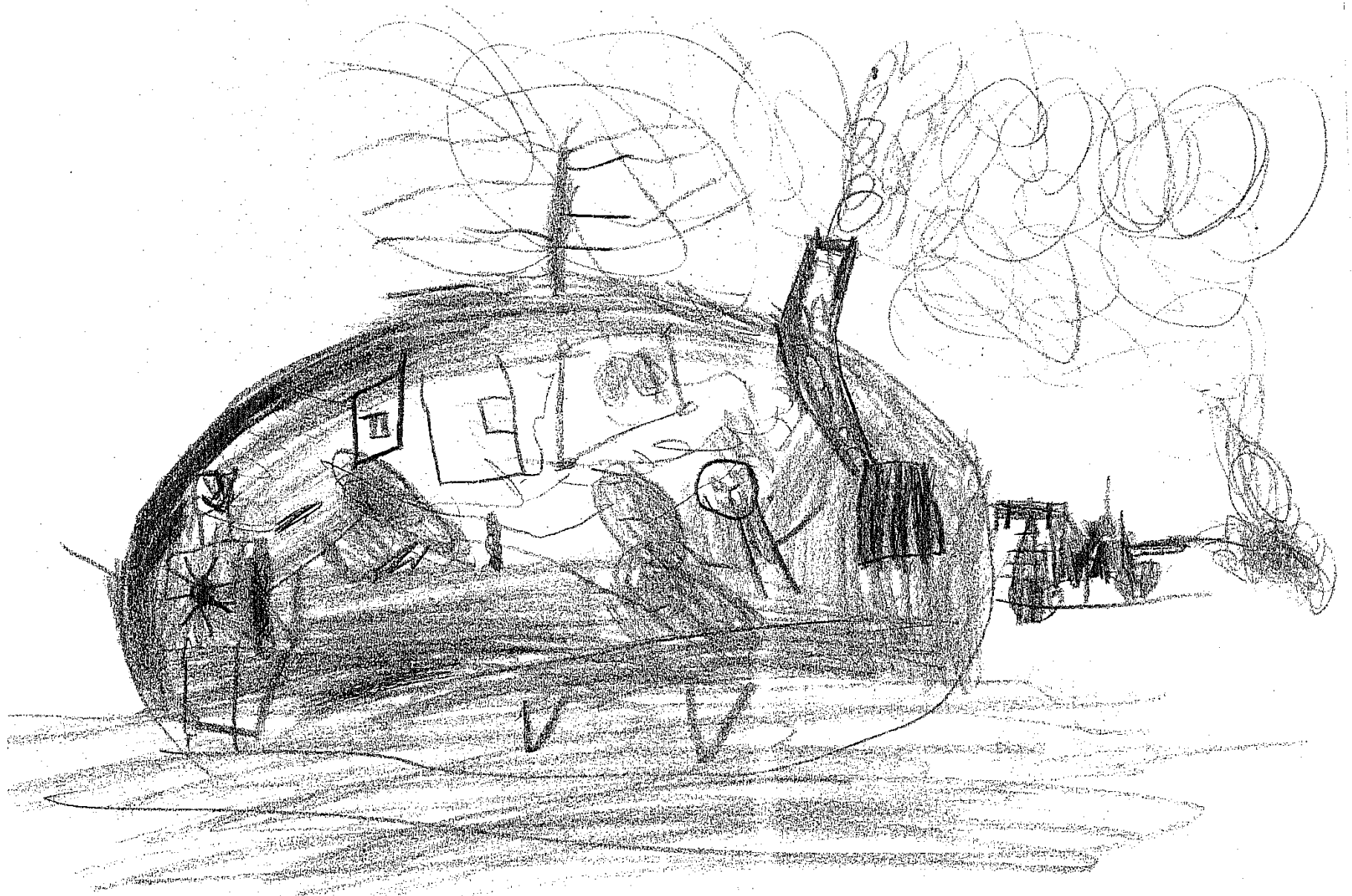
I. Meaning is the unit of analysis of speech development (Vygotsky)

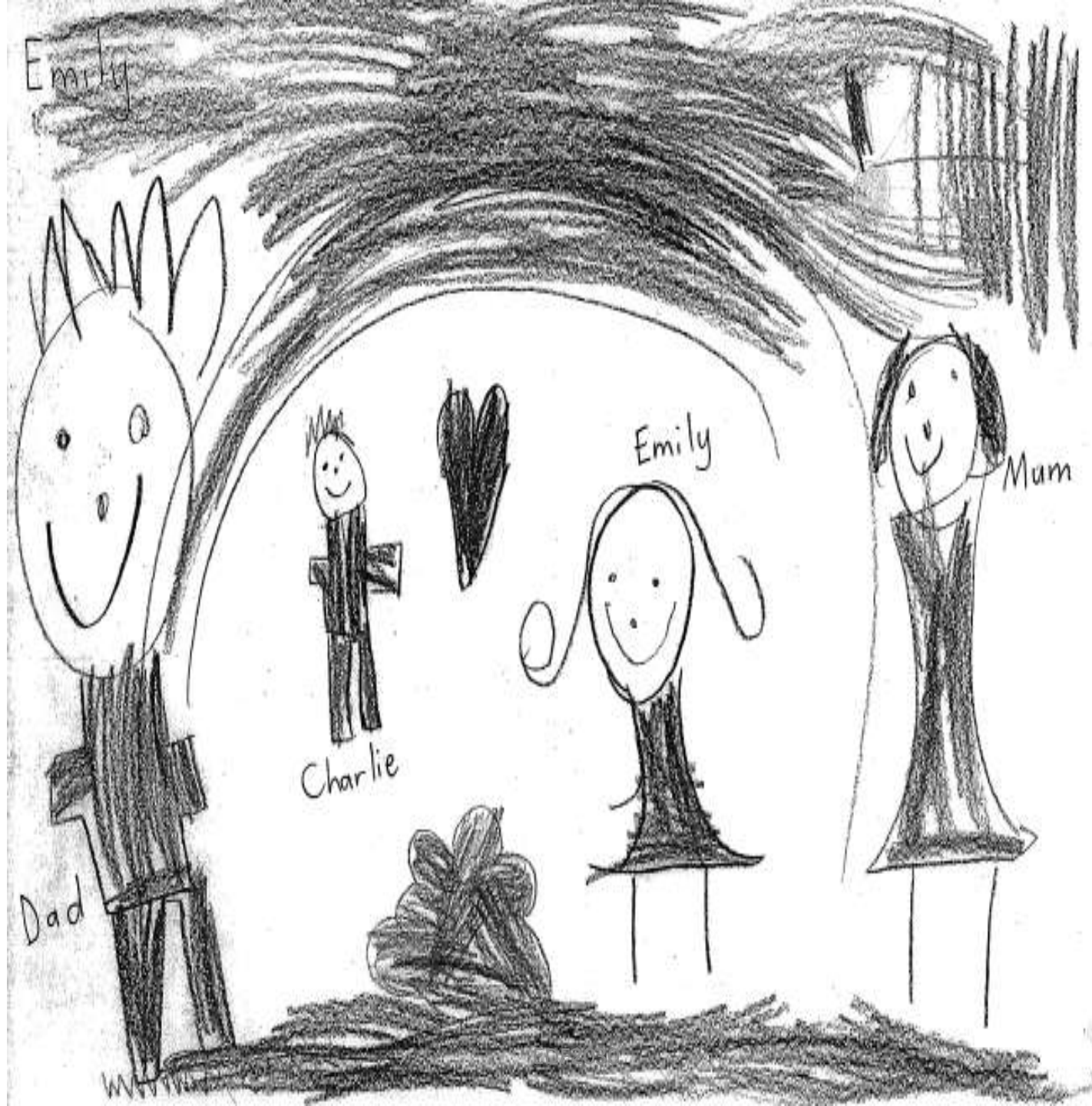
Gaps in meaning making = interruption of speech development

What happens during transition to written language?

II. Sign creation and sign use

Sign reorganizes the structure of mental function





ABBY

ZAI

Shania



cat

TEM
ZAI
and
NADI
saw a mouse

Shania
EDF2030

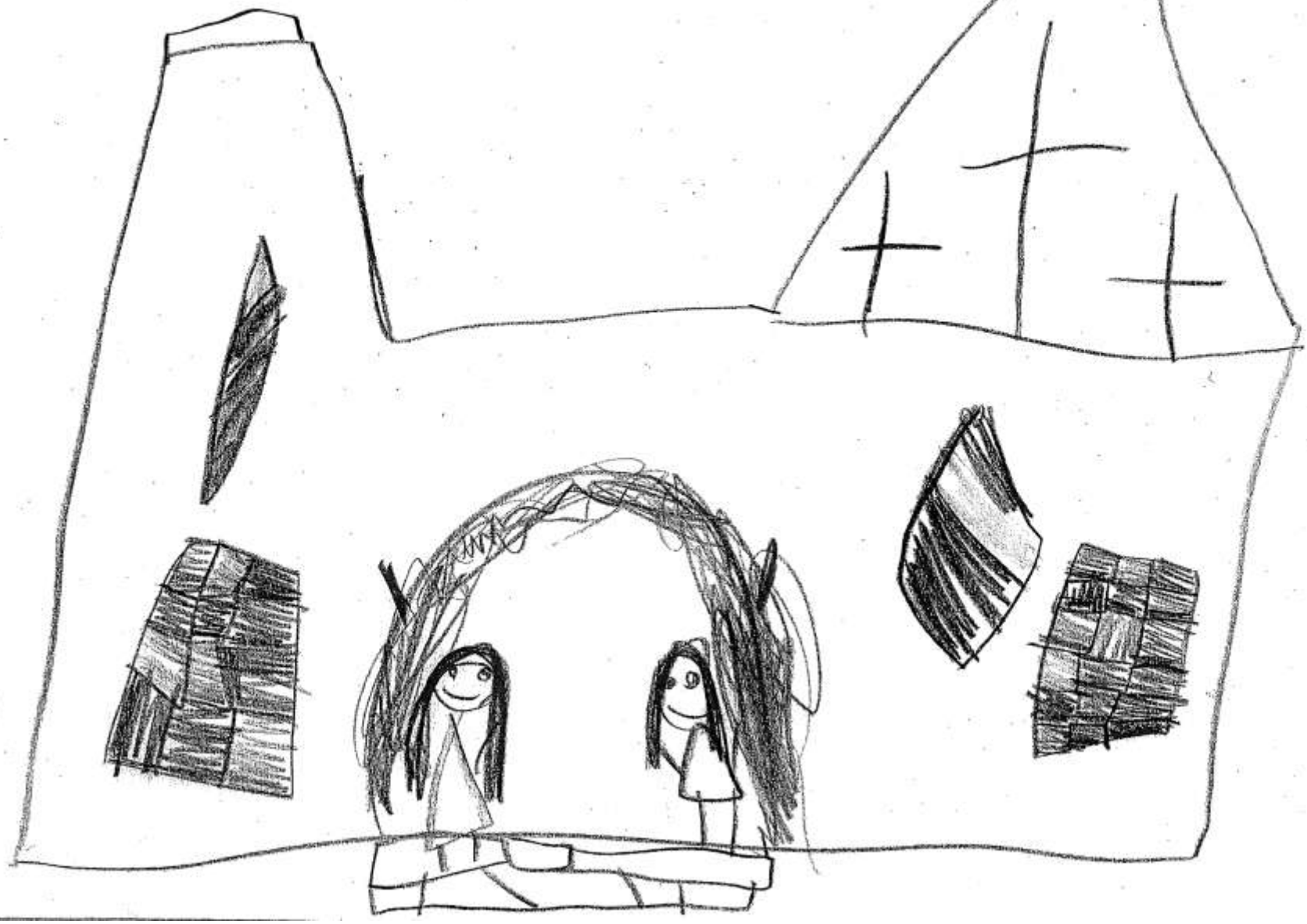
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I went to church on the bus.

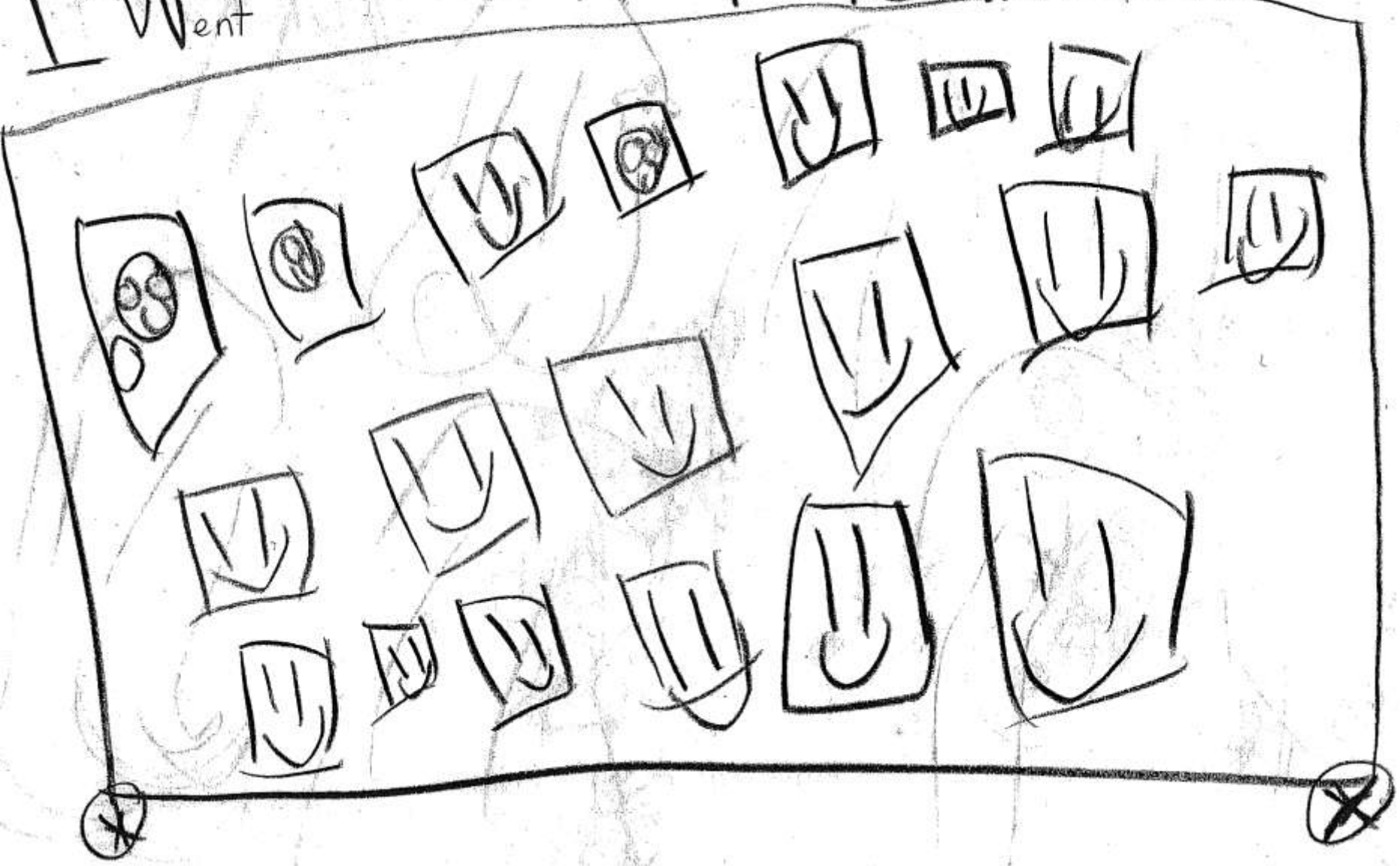
I ^{to} went church + ^{today} on BUS



I went to church on the bus.



I ^{to}Went ^{to}Wichita + ^{today}hook BUS





Wacchan

ony FAM is ASPRR
mum daa Talia Eien and me
Vhr. mum and dad Shr Aa
RRM. Lachian mum and dad



When Jayden's tooth, Today Jayden's tooth
 fell out yesterday Kade's tooth fell out. When
 your tooth falls out the tooth fairy comes
 and gets your tooth and out of the ^{tooth.} the
 tooth fairy makes a little home out of ^{one}
 the teeth. Once in my life I had ^{one}
~~the~~ _I falling out and it came out at night time
 and got some money from the tooth fairy.
 I put the money in my money box because
 I am saving up for a ^{two} wheeler motorbike
 and so is my ~~brother~~ ^{two} brother but not a ^{two} wheeler.

Conclusion 1

- At the beginning of the experimental series, children used their own sign systems (drawings) as tools of storytelling. At the end of the experiment (towards the end of the first six months of school) children had made significant progress in learning how to use conventional sign, with written texts and drawings working together to create quite complex texts.

Conclusion 2

- Genetic research methodology allows to **artificially elicit and analyze a genetic process** of mental development.
- Drawing as a form of meaning making creates developmental conditions during the written language acquisition.