

# **Brookhaven College Child Development**

## **Article Review Form**

**Name** \_\_\_\_\_ **Peyton Whitley** \_\_\_\_\_

**Date** \_\_\_\_\_ **10/8/19** \_\_\_\_\_

Storybook Reading for Young Dual Language Learners by Cristina Gillanders and Dina C. Castro. Reprinted from Young Children- January 2011.

Bibliographic Information:

Cristina Gillanders (PhD) is a researcher at the FPG Child development institute at the University of North Carolina-Chapel Hill. She has worked with dual language learners as a bilingual preschool teacher and was an investigator in the Nuestros Ninos study.

Dina Castro (PhD) is a senior scientist at the FPG Child development institute. She was the principal investigator for the Nuestros ninos study. Her research focuses on improving the quality of early education for children from diverse cultural and linguistic backgrounds.

In your own words, briefly summarize the main idea of the article.

Dual language learners generally have a more difficult time understanding or connecting with and participating in storybook reading and language learning than those who speak English as their first language. Illustrated in the vignette in the beginning of the article, the reader is introduced to the common thoughts and observations of teachers and those in the classroom with these children. Nuestros Nino's early language and literacy program, funded by the U.S department of Education, over the course of a full school year had a three-day institute, twice a month classroom consultation, and community of practice meetings. The community of practice meetings gave the educators and teachers an extended period of time to share and collaborate over the information they'd collected. The group work produced a sample lesson plan and feedback incorporated from those observers. This study and program leading to positive strategies and techniques teachers can use to help promote language learning in all aspects of the classroom but specifically with dual language learners. Choose core focus words, use manipulatives and illustrations or gestures, use the child's home language, read the story

several times, incorporate culturally relevant thematic units and books, be aware of participation, encourage children to retell the story, and most of all expand the ideas in the book throughout the classroom.

What points did you agree or disagree and why?

From my many years of experience and study in child care, I've noticed the same observations that were made in the vignette at the beginning of the article. However, having so many children in the classroom and often having a chaotic classroom, dual language learners are often something that is forgotten or not focused on as much as it should be. I fully agree with this article, as teachers and child care professionals, need to keep in mind that dual language learners and especially those ones that aren't getting exposure to English at home or in their natural environment, are going to have a much more difficult time understanding and connecting. Even at such a young age. I really liked how the article gave tips and strategies for teachers to use and have as a resource.

What did you learn from this article?

I learned a lot of different tips and strategies to keep in mind when now doing story book telling or learning. I've created many activity plans in my past couple years of study and have definitely learned lots just from simply looking at their sample lesson plan provided from Nuestros Nino's. Having flash cards with pictures that tie into and relate to the book, having key words and a key phrase to use throughout the week to tie the book into the classroom environment, and much more. I feel like I learned a lot from this article, even some things just being reminded of and making myself internalize how easy it is to lose those important moments and practices throughout the day. These are going to be highly beneficial to the children and their development throughout the day.