# Article information:

(PDF) Wordless Book-Sharing Styles in Bilingual Preschool Classrooms and Latino Children's Emergent Literacy Skills
<https://www.researchgate.net/publication/267925337_Wordless_Book-Sharing_Styles_in_Bilingual_Preschool_Classrooms_and_Latino_Children%27s_Emergent_Literacy_Skills>

# Article summary:

1. The study found that teachers in Spanish-English bilingual preschool classrooms varied in the way they shared wordless picture books with children, with three distinct narrative styles: didactic constructors, didactic providers, and conversational sharers.

2. Children whose teachers adopted a didactic constructor style (eliciting most of the narrative information from the children) had the best outcomes in terms of their print-related, language, and storytelling skills at the end of the preschool year.

3. Teachers' use of cognitively challenging talk was related to Latino preschoolers' language and storytelling skills, especially for the youngest children.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Wordless Book-Sharing Styles in Bilingual Preschool Classrooms and Latino Children's Emergent Literacy Skills" explores the role of preschool classroom environments in supporting the development of emergent literacy skills in Latino children. The study focuses on the way teachers share wordless picture books with their students and how this impacts the children's print-related, language, and storytelling skills.

One potential bias in this article is the focus solely on Latino children from low-income, Spanish-speaking homes. While it is important to address the specific needs of this population, it may not provide a comprehensive understanding of emergent literacy development for all bilingual preschoolers or for children from different socioeconomic backgrounds.

The article also makes unsupported claims about the effectiveness of different book-sharing styles. It suggests that children whose teachers adopt a didactic constructor style have better outcomes in terms of their literacy skills. However, there is no evidence provided to support this claim or to explain why this particular style would be more effective than others.

Additionally, the article does not explore potential counterarguments or alternative explanations for its findings. It presents only one perspective on the relationship between book-sharing styles and emergent literacy skills without considering other factors that may contribute to these outcomes.

There is also a lack of discussion about potential risks or limitations associated with different book-sharing styles. For example, while the didactic constructor style may lead to better outcomes in terms of print-related skills, it may limit opportunities for children to develop their own storytelling abilities or engage in critical thinking.

Furthermore, the article does not present both sides equally when discussing classroom literacy practices. It focuses primarily on teacher-led book-sharing interactions and does not give equal attention to child-led or peer-led interactions that may also contribute to emergent literacy development.

Overall, while this article provides some insights into the relationship between book-sharing styles and emergent literacy skills in bilingual preschool classrooms, it has several biases and limitations that should be taken into consideration. Further research is needed to fully understand the complex factors that contribute to the development of emergent literacy skills in diverse populations of preschool children.

# Topics for further research:

* Factors influencing emergent literacy development in bilingual preschoolers
* Impact of different classroom environments on emergent literacy skills
* Role of child-led and peer-led interactions in emergent literacy development
* Relationship between socioeconomic background and emergent literacy skills in preschool children
* Critiques of the didactic constructor book-sharing style in preschool classrooms
* Risks and limitations of different book-sharing styles in supporting emergent literacy skills

# Report location:

<https://www.fullpicture.app/item/d18747a34eb7b8b77a626a244136d52f>