

Research And Implications On Minority And Majority Language Children Reading

Reading is a fundamental skill that is essential for success in school and beyond. It allows us to learn about the world around us, to communicate with others, and to develop our imaginations. However, for children who are learning to read in a language that is not their native language, the process can be more challenging.



English in Elementary Schools: Research and Implications on Minority and Majority Language Children's Reading and Writing Skills in Regular and Bilingual ... and Language Teaching Book 7)

★★★★★ 5 out of 5

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Screen Reader : Supported
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Minority language children are those who are learning to read in a language that is not the dominant language of their community. In the United States, for example, there are over 20 million children who speak a language other than English at home. These children often face a number of challenges when learning to read, including:

- Lack of access to high-quality reading materials in their native language
- Teachers who are not trained to teach English language learners
- Bullying and discrimination from their peers

These challenges can make it difficult for minority language children to succeed in school. Studies have shown that minority language children are more likely to drop out of school and have lower reading scores than their majority language peers.

However, there is a growing body of research that shows that minority language children can and do succeed in reading. This research has identified a number of factors that can help minority language children learn to read, including:

- Access to high-quality reading materials in their native language
- Teachers who are trained to teach English language learners
- A supportive home environment
- Positive peer relationships

When these factors are in place, minority language children can achieve great success in reading. In fact, some studies have shown that minority language children can outperform their majority language peers on certain reading measures.

The research on minority language children reading has a number of implications for educators and policymakers. First, it is clear that minority

language children need access to high-quality reading materials in their native language. This means that schools and libraries need to make sure that they have a variety of books and other reading materials available in the languages that their students speak.

Second, it is important to train teachers to work with English language learners. This training should include how to teach reading in a second language, how to create a supportive learning environment, and how to work with parents and families of English language learners.

Third, it is essential to create a supportive home environment for minority language children. This means that parents and caregivers need to talk to their children about the importance of reading, help them find books and other reading materials, and provide them with a quiet place to read.

Finally, it is important to create positive peer relationships for minority language children. This means that schools and communities need to promote tolerance and understanding, and provide opportunities for minority language children to interact with their peers in a positive way.

By taking these steps, we can help minority language children succeed in reading and achieve their full potential.

Reading is a fundamental skill that is essential for success in school and beyond. However, for children who are learning to read in a language that is not their native language, the process can be more challenging. Minority language children face a number of challenges when learning to read, including lack of access to high-quality reading materials, teachers who are not trained to teach English language learners, and bullying and discrimination from their peers.

Despite these challenges, there is a growing body of research that shows that minority language children can and do succeed in reading. This research has identified a number of factors that can help minority language children learn to read, including access to high-quality reading materials in their native language, teachers who are trained to teach English language learners, a supportive home environment, and positive peer relationships.

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