

National Task Force on Early Childhood Education for Hispanics
Para Nuestros Niños

Annotated Bibliography

Theme: ***English language learners (ELL) and bilingual students in schools***

Allman, B. (2003). *Vocabulary size and accuracy of monolingual and bilingual preschool children*. Paper presented at the 4th International Symposium on Bilingualism April 30 - May 3, 2003 in Tempe, Arizona.

This study evaluates the receptive and productive vocabulary size of 77 English and Spanish monolingual and bilingual preschool children. Findings of this study provided empirical evidence that vocabulary size of bilingual preschoolers is better estimated by measuring vocabulary knowledge in both languages of bilingual children. The results of this study suggest implication for theory of bilingual vocabulary development, assessment, and intervention with bilingual preschoolers.

August, D., Calderón, M., & Carlo, M. (2002). *Transfer skills from Spanish to English: A study of young learners*. Washington, DC: Center for Applied Linguistics.

Thus, the focus of our study is to understand the manner in which reading skills transferable across languages, in this case Spanish and English. The study examined how performance on indicators of Spanish reading at the end of second grade (April 1999) predicted English reading performance at the end of the third grade (April 2000).

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The Critical Role of Vocabulary Development for English Language Learners, *Learning Disabilities Research & Practice*, 20(1), 50-57.

In this article, authors review the research on methods to develop the vocabulary knowledge of ELLs and present lessons learned from the research concerning effective instructional practices for ELLs. The review suggests that several strategies are especially valuable for ELLs, including taking advantage of students' first language if the language shares cognates with English; ensuring that ELLs know the meaning of basic words, and providing sufficient review and reinforcement. Challenges in designing effective vocabulary instruction for ELLs are also discussed.

August, D., & Shanahan, T. (Eds.) (In press). *Report of the national literacy panel on language minority youth and children*. Mahwah, NJ: Lawrence Erlbaum Associates.

Funded by the U.S. Department of Education with SRI International and the Center for Applied Linguistics, this report represents the efforts of over twenty renowned scholars and academics to identify, assess, and synthesize research on the education of language-minority children and youth with regard to literacy attainment. It is the culmination of a four-year process that began in the spring of 2002 when a expert panel was formed to

review research on the development of literacy in language-minority students in the United States. This seminal book, including 21 chapters, is divided thematically, into five parts: 1) development of literacy in second-language learners, 2) cross-linguistic relationships in second-language learners, 3) sociocultural contexts and literacy development, 4) instructional approaches and professional development, and 5) student assessment. Cross-cutting themes and future research directions are also discussed.

August, D., & Hakuta, K. (1997). *Improving schooling for language-minority children: A research agenda*. Washington: National Research Council, Institute of Medicine, National Academy Press.

In this volume, a committee of experts focuses on how we effectively teach children from homes in which a language other than English is spoken, striving toward the construction of strong and credible knowledge base to inform the activities of those who educate children as well as those who fund and conduct research. An immensely broad range of studies are reviewed and further research is proposed.

Abedi, J., Hofstetter, C. H., Lord, C. (2004). Assessment accommodations for English language learners: Implications for policy-based empirical research. *Review of Educational Research*, 74(1), 1-28.

Given the potential consequences of test results, it is important that policy-makers and understand the empirical base underlying their use. This article reviews test accommodation strategies for English learners, derived from “scientifically based research”. The results caution against a one-size-fits-all approach to assessment accommodations.

Baker, C. (2000). *The care and education of young bilinguals: An introduction for professionals*. Clevedon, UK: Multilingual Matters LTD.

This book serves as a comprehensive introduction for all professionals working with bilingual children—for speech therapists, doctors, psychologists, counselors, teachers, and special needs personnel. The book addresses among other issues: the nature of bilingual children, everyday language use of bilinguals, children as interpreters, code switching, dialects and bilingualism, home and school relationships, bilingual classrooms, language delay and language disorder.

Bialystok, E. (2001) *Bilingualism in Development: Language literacy and Cognition*. Cambridge University press.

It explores language and cognitive development in bilingual children, focusing on the preschool years. It begins by defining what we mean by bilingualism and what the standards are for considering children to be bilingual. Then it examines how children who learn two languages early in childhood develop both linguistic and nonlinguistic cognitive skills. The book focuses on cognitive development and language processing.

Christian, D., Genesee, F., and Lindholm-Leary, K. (2004). *Project 1.2 two-way immersion: Final progress report*. Unpublished Project Progress Report.

This paper evaluates the variability of programmatic features between two-way immersion programs. Namely, it evaluates characteristics of effective classroom instruction, academic performance of students at-risk, and requirements placed on professionals working in these programs. These aspects are analyzed in terms of the level of English proficiency attained by students.

Center for Applied Linguistics (CAL) (2005). *Guiding principles for dual-language education*. Washington, DC: Center for Applied Linguistics.

This paper was developed as a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Grounded in evidence from research and best practices, the Guiding Principles address program issues in seven strands: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources.

Combs, M. C., Evans, C., Fletcher, T., Parra, E., & Jiménez, A. (2005). Bilingualism for the children: Implementing a dual-language program in an English-Only state. *Educational Policy*, 19(5), 701-728.

In November 2000, Arizona voters passed Proposition 203, a law that replaced bilingual education with a 1-year program known as Structured English Immersion (SEI). Although SEI has little support in the educational or applied linguistics research literature, all English-language learners (ELLs) in Arizona are automatically placed in SEI classrooms. This article examines the effects of SEI on the teachers, administrators, and students at an urban school serving a large number of ELLs.

Garcia, E. E. (2004). Bilingualism is not the arithmetic sum of two languages. In O. Saracho and B. Spodek (Eds.), *Contemporary perspectives on language policy and literacy instruction in early childhood education*. Information Age Publishing.

This chapter introduces the empirical knowledge bases related to an understanding of bilingualism, second-language acquisition, and a broadened understanding of the communicative act as it relates to schooling contexts, particularly in the United States. Teaching/learning is addressed as it relates to linguistic, cognitive, and social research and theory that have developed over the last two decades. These contributions, the authors describes, have reshaped in a dramatic way our view of bilingualism.

Genesee, F. (Ed.) (1999). *Program alternatives for linguistically diverse students*. Berkeley, CA: Center for Research on Education, Diversity, & Excellence.

This report looks at programs and approaches for educating students from diverse linguistic and cultural backgrounds. It is intended as a guide for decision makers in schools and school districts to help them identify the instructional approaches and

programs that would best serve their students, meet their goals and needs, and match local resources and conditions. An underlying assumption of this report is that no single approach or program model works best in every situation. Many different approaches can be successful when implemented well. Local conditions, choices, and innovation are critical ingredients of success. Authors discuss four program alternatives: (1) newcomer programs, (2) transitional bilingual education, (3) developmental bilingual education, and (4) two-way immersion.

Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2005). English language learners in U.S. schools: An overview of research findings. *Journal of Education for Students Placed at Risk*, 10(4), 363-386.

This article reviews findings from scientific research that has been conducted in the United States since 1980 on the educational outcomes of English language learners ELLs. Major findings on the oral language, literacy, and academic achievement of ELLs are discussed in 3 separate sections of this article, in addition to a discussion of the gaps and shortcomings in current research in each domain. Recommendations for future research are also presented, including the need for sustained theory-driven research that examines the longitudinal development of and influences of instruction on the oral language, literacy, and academic skills of diverse groups of ELLs across the K-12 span.

Gonzalez, M., & Glasman, N. (2004). *An input-throughput-output analysis of the two-way immersion language program in a California school district. Did bilingual education help?* Paper presented at the American Educational Research Association annual conference, April 13, 2004, San Diego, CA.

This paper examines the inputs, throughputs (processes), and outputs of two models of two-way language immersion programs (90/10 and 50/50) implemented in four schools in a large school district in California.

Hasson, D. (2004). *Perceived language abilities in bilingual Hispanic university students: Did bilingual education help?* Paper presented at the American Educational Research Association annual conference, April 13, 2004, San Diego, CA.

The purpose of this study was to investigate whether Hispanic students who had participated in bilingual programs in elementary school had a better perception of their abilities in Spanish, confirmed by scores on a writing sample, when compared with Hispanic students who had not participated in such programs

Hakuta, K., Butler, Y., & Witt., D. (2000). *How long does it take learners to attain English proficiency?* University of California Linguistic Minority Research Institute Policy 2000-1.

This paper is a summary of a longer study which reports on data from four different school districts to draw conclusions about how long it takes English Learner/Limited English Proficient students to develop oral and academic English proficiency. Authors find that oral proficiency takes a minimum of three to five years to develop, while

academic English proficiency can take up to four to seven years. The analysis also revealed a continuing and widening gap between English learners and native English speakers. The report concludes that policies that assume rapid acquisition of English are unrealistic. Instead, the report asserts that the entire span of the elementary grades is a more realistic range for English acquisition.

Hawkins, M. R. (2004). Researching English language and literacy development in schools. *Educational Researcher*, 33(3), 14-25.

This article draws on new conceptualizations that look at what happens when diverse language and cultures come into contact as part of human behavior and interactions, always situated in larger social and cultural contexts. Ideas are recruited from multiple fields such as anthropology, social psychology, cognitive psychology, sociology, cultural studies, literary theory, critical theory, communications, new literacy studies, semiotics, and linguistics to inform the ways we conceptualize classrooms as spaces in which language and literacy skills develop through situated social spaces.

Howard, E., Sugarman, J., & Christian, D. (2003). *Trends in two-way immersion education. A review of the research*. Baltimore, MD: Center for Research on the Education of Students Placed At Risk (CRESPAR)

Two-way immersion (TWI) is an instructional approach that integrates native English speakers and native speakers of another language (usually Spanish) and provides instruction to both groups of students in both languages. While the model has been in existence in the United States for almost 40 years, the most dramatic growth has been seen over the past 15 years. Not surprisingly, the recent growth of two-way immersion education has prompted increasing interest in various aspects of such programs, such as design and implementation, student outcomes, instructional strategies, cross-cultural issues, and the attitudes and experiences of students, parents, and teachers involved.

Lesaux, N., & Siegel, L. (2003). The development of reading in children who speak English as a second language. *Developmental Psychology*, 39(6), 1005-1019.

This article empirically examined patterns of reading development in native English-speaking children and children who spoke English as a second language. The findings demonstrate that a model of early identification and intervention for children at risk is beneficial for ESL speakers and also suggest that the effects of bilingualism on the acquisition of early reading skills are not negative and may be positive.

Lindholm-Leary, K. (2005). *Review of research practices on effective features of dual-language education programs*. Washington, DC: Center for Applied Linguistics.

This review of research and best practices was written to serve as a background and companion for the document *Guiding Principles for Dual Language Education*, which is intended to help guide Dual Language Programs with planning and ongoing implementation. These principles are based on the Dual Language Program Standards

developed by Dual Language Education of New Mexico (www.duallanguagenm.org).
The companion document can be found at www.cal.org.

López, A. (Ed.) (2005). *Latino early literacy development: Strategies for lifelong learning and success*. Washington, DC: National Council of La Raza.

This compendium of papers authored by leading scholars and practitioners in the field of early childhood education and literacy explores the importance of increasing early literacy opportunities in the Latino community. This work calls parents, early childhood educators, and community advocates to engage more deeply in a national dialogue that promotes reading and language development among Latino children. The expertise, insight, and suggestions shared in this volume will benefit those who wish to ensure the educational success of Hispanic Americans.

Martin, P., Houtchens, B., Ramirez, M., & Seidner, M. (2003). *High school reform and English-language learner students: Perspectives from the field*. Washington, D.C.: Council of Chief State School Officers.

This document looks at current high school reform efforts to interface, or not, with ELLs. Commissioned papers are written by four field practitioners: a classroom teacher, a school development coordinator, a district representative, and a former director of ESL/bilingual programs at the state level.

McLaughlin, B. (1995). *Fostering second language development in young children: Principles and practices*. Washington, DC: Center for Research on Education, Diversity & Excellence.

More than one fifth of American school-age children come from families in which languages other than English are spoken. Many children from such families are limited in their English proficiency. During the last decade, the number of school children with limited proficiency in English grew two and a half times faster than regular school enrollment. Given these changes in classroom demographics, it is imperative that all teachers have knowledge about second language development and instructional strategies for developing language proficiency. This report sets down some guidelines for teaching these children. It summarizes principles and practices that can be derived from current thinking and research in the field of second language acquisition and culturally sensitive instruction.

Moll, L. C., & Gonzales, N. (1994). Lessons from research with language-minority children. *Journal of Reading Behavior*, 26(4), 439-456.

The article summarizes four projects that attempt to make use of cultural resources for instruction. It starts with work done with Latino and African-American households; work with Haitian children in Boston and their use of collaborative inquiry in the teaching and learning of science. It also looks at work done with Puerto Rican and African-American children in New York City. It concludes looking at Navajo student in AZ., questioning the notion of Native American children as passive noninquisitive.

Myhill, W. (2004). The state of public education and the needs of English language learners in the era of 'No Child Left Behind'. *The Journal of Gender, Race, & Justice*, 8(2), 393-447.

This journal article reviews the history of education policy for ELL in the U.S., the presently persisting need of bilingual services in public schools, present politics and legislative actions regarding language-use in public school instruction, and the present state of academic achievement outcomes for ELL.

National Association for the Education of Young Children (NAEYC) (2005). Screening and assessment of young English-language learners: *Supplement to the NAEYC position statement on early childhood curriculum, assessment and program evaluation*.

Washington, DC: National Association for the Education of Young Children.

The aim of this document, which was requested by experts in the field, is to explain and expand on the meaning of "linguistically and culturally responsive"; to discuss other issues uniquely related to the screening and assessment of young English-language learners; and to make specific recommendations to increase the probability that all young English-language learners will have the benefit of appropriate, effective assessment of their learning and development.

Oller, D.K. & Eilers, R. (2002) *Language and literacy in bilingual children*. Clevedon, UK: Multilingual Matters.

Language and Literacy in bilingual children sets a high standard of rigor and scientific approach to the study of bilingualism and provides new insights regarding the critical issues of theory and practice, including the interdependence of linguistic knowledge in bilinguals, the role of socio-economic status, the effect of different language usage patterns in the home, and the role of schooling by single-language immersion as opposed to systemic training in both home and target language.

Ovando, C., Collier, V., & Combs, M. (2003). *Bilingual and ESL classrooms: Teaching in multicultural contexts*, 3rd ed. New York, NY: McGraw-Hill.

In this book, authors argue that it is the responsibility of all educators, not just specialists, to prepare themselves to work with ever-increasing language minority student population. This time-tested classic text (not an edited volume) integrates theory and practice and provides comprehensive coverage of bilingual and ESL issues. The text integrates the fields of ESL, bilingual, and multicultural education and provides rich examples of effective practices and their underlying research knowledge base. New to this edition are chapters on authentic assessment and special needs.

Reese, L., Saunders, W., & Goldenberg, C. (2004). *Language use among families in three types of school programs for Spanish-speaking English learners*. Paper presented at American Educational Research Association annual meeting, April 13, 2004, San Diego, CA.

This paper examines ways in which community characteristics impact families' language use and experiences in both L1 and L2 in ways that may also influence children's academic performance.

Rincones, R., Tinajero, J., & Dow, P. (2004). *Teachers' and principals' perceptions on dual language acquisition in a Texas school district in the U.S.-Mexico border*. Paper presented at the American Educational Research Association annual conference, April 13, 2004, San Diego, CA.

The purpose of this study was to gain understanding on how the perceptions of teachers and school administrators on dual language acquisition have changed since the implementation of two-way dual language/developmental bilingual education six years ago. This study is a byproduct of the evaluation of this program being implemented in a Texas school district located on the U.S.-Mexico border.

Rodriguez, J.L., Duran, D., Diaz, R.M., & Espinosa, L. (1995). The impact of bilingual preschool education on the language development of Spanish-speaking children. *Early Childhood Research Quarterly*, 10, 475-490

This study addressed the question of what effect bilingual preschool education has on the Spanish and English language development of Spanish speaking children. This question was addressed by measuring the language proficiency of children enrolled in a bilingual preschool program and children who stay at home during the day.

Rolstad, K., Mahoney, K., & Glass, G. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy*, 19(4), 572-594. This article presents a meta-analysis of program effectiveness research on English language learners. It is shown that bilingual education is consistently superior to all-English approaches, and that developmental bilingual education programs are superior to transitional bilingual education programs. It is concluded that bilingual education programs are effective in promoting academic achievement, and that sound educational policy should permit and even encourage the development and implementation of bilingual education programs.

Santos, M. (2004). Raising the achievement for English-language learners: How principals are working to make a difference. *Harvard Education Letter*, 20(2), 6- 8.

This article elaborates on the role of school principals in leading their schools to help English-language learning (ELL) students to succeed. Specifically, this article provides examples of and suggestions for principals that serve ELL students, a fast growing segment of U.S. schools (K-12).

Scheffner Hammer, C., Miccio, A. & Rodriguez, B. (2004). Bilingual language acquisition and the child socialization process. In B. Goldstein's (Ed.), *Bilingual language development and disorders in Spanish-English speakers*. Baltimore, MD: Paul H. Brooks.

This chapter addresses the research in the area of language acquisition and social-cultural factors affecting language acquisition of Spanish-English bilingual populations living in the US, and this information with a few recent studies.

Scheffner Hammer, C., Miccio, A., & Wagstaff, D. (2003). Home literacy experiences and their relationship to bilingual preschoolers' developing English literacy abilities: An initial investigation. *Language, Speech, and Hearing Services in Schools, 34*, 20-30.
This study investigates the relationship between home literacy experiences and bilingual preschoolers' early literacy outcomes. Forty-three Puerto Rican mother-child dyads were recruited from Head Start programs in central Pennsylvania and were grouped according to whether the child had learned Spanish and English simultaneously or sequentially.

Slavin, R. & Cheung, A. (2003). *Effective reading programs for English language learners: A best evidence synthesis*. Center for Research on the Education of Students Placed At Risk, The Johns Hopkins University.
This report reviews experimental studies of reading programs for English language learners, focusing both on comparisons of bilingual and English-only programs and on specific, replicable models that have been evaluated with English language learners. The review method is best-evidence synthesis, which uses a systematic literature search, quantification of outcomes as effects sizes, and extensive discussion of individual studies that meet inclusion standards. The review concludes that while the number of high-quality studies is small, existing evidence favors bilingual approaches, especially paired bilingual strategies that teach reading in the native language and English at the same time.

Slavin, R. E. & Chung, A. A. (2004). Effective Reading Programs for English Language Learners. In O. Saracho & B. Spodek (Eds.), *Contemporary perspectives on language policy and literacy instruction in early childhood education*. Information Age Publishing.
This chapter reviews quantitative, experimental-control comparisons evaluating early reading programs for ELL. Fifteen studies met the criteria of inclusion. Among these, a broad array of approaches were found to accelerate the reading performance of ELL, both in English and in their home language, usually Spanish.

Vialpando, J., Linse, C., & Yedlin, J. (2005). *Educating English Language Learners: Understanding and Using Assessment*. Washington: DC: National Council of La Raza.
This article provides information and resources relevant to operators, teachers, and teacher trainers on the development of an effective assessment program for schools serving English language learners. NCLB assessment administration requirements, bilingual educational resources, web resources, and scenarios for professional development are offered.

WestEd (2004). A framework for teaching English learners. *R & D Alert, 6*(3). A publication of WestEd.

This report focuses on some of the challenges and opportunities that educators face in trying to better serve English learners. Highlighted is a new framework for teaching English learners that is a central component of a large-scale professional development initiative in New York City led by WestEd's Aída Walqui. The framework identifies specific instructional approaches that teachers can offer to help English learners excel.

Winsler, A., Diaz, R.M., Espinosa, L., & Rodriguez, J. L. (1999). When learning a second language does not mean losing the first: Bilingual language development in low-income, Spanish-speaking children attending bilingual preschool. Child Development, 70(2), 349-362.

This article discusses two investigations which explored the bilingual language development outcomes of comparable groups of low-income, Spanish-speaking, Mexican American children who either did or did not attend a bilingual (Spanish/English) preschool. Results are discussed in terms of the need for more systematic research to be conducted in this area to inform policy and practice in the early education and development of language-minority children.