

ELL BIBLIOGRAPHY
Developed by Norma Mota-Altman

"A Conversation with Lisa Delpit." *Language Arts*, Vol. 68, Nov 1991.

Lisa Delpit was interviewed in the summer of 1991 and here discusses her views on the use of process approaches in the teaching of reading and writing with non-mainstream children. She believes non mainstream children are frequently not given access to the codes of power unless instruction in literacy strategies and conventions is made explicit. Teaching children who are not a part of the culture of power in a school setting which is part of the culture of power is teaching across cultures. It is therefore necessary to be explicit both with what you're trying to communicate and why that information is important to the task at hand.

Abt-Perkins, Dawn and Mary Louise Gomez. "A Good Place to Begin-Examining our Personal Perspectives." *Language Arts*, Vol. 70, March 1993.

Teachers' stories that help us see that "teaching multiculturally begins with looking at and understanding our own perspectives on culture and education." Good discussion regarding the need for on-going self-examination regarding our own literacy histories compared to those of our students; how our personal experiences may have been privileged in school settings; and how our literacy experiences are tied to our identities.

Allen, Virginia Garibaldi. "Developing Contexts to Support Second Language Acquisition." *Language Arts*, Vol. 63, No. 1, January 1986.

The author argues that with the increasing numbers of LEP students in our schools, all classroom teachers must be involved in the design of language development programs for them. She discusses the differences between language "learning" and language "acquisition" and describes two classroom activities that allow opportunities for students to acquire language as they interact with classmates and their teacher. The author also discusses effective classroom strategies for use with LEP students.

Anderson, Valerie and Marsha Roit. "Linking Reading Comprehension Instruction to Language Development for Language-Minority Students." *The Elementary School Journal*, Vol. 96, No. 3, 1996.

The authors report on work they have done over 7 years with language minority students in grades 1-6 in the U.S., and grades 6-8 in Canada. They identified six instructional issues related to reading comprehension and to language development, i.e., English language flexibility, use of abstract and less imageable vocabulary, consideration of larger contexts, determination of important and unimportant text segments, elaboration of responses, and engagement in natural conversations. The authors argue that these issues are teachable abilities that increase both text understanding and oral language proficiency when taught to students. Ten instructional suggestions for implementing these abilities, by grade level, are discussed. Practical instructional suggestions for the classroom.

Au, Kathryn H. "Multicultural Perspectives on Literacy Research." *Journal of Reading Behavior*, Vol. 27, No. 1, 1995.

The author seeks to answer the question, "How might the field of literacy research as a whole be enriched through multicultural perspectives?" Researchers who consider their work to be multicultural are concerned with issues of social justice and with improving conditions in schools for students from diverse backgrounds. The author discusses four areas of literacy research-- critical analyses; cultural difference analyses; bilingual analyses; and literary analyses-- that reflect multicultural perspectives. Good discussion of current studies done in each area.

Au, Kathryn H. "Participation Structures in a Reading Lesson with Hawaiian Children: Analysis of a Culturally Appropriate Instructional Event." *Anthropology and Education Quarterly*, Vol. 11, p 91-115, 1980.

"The characteristics of an appropriate context for learning for minority culture children were examined in the analysis of a reading lesson given by a Hawaiian teacher to a group of Hawaiian children."

The reading lesson was an example of a culturally appropriate context for learning and it demonstrated that interaction in reading comprehension lessons directed by an adult teacher would promote the academic achievement of young minority students, if the contexts in the lessons were structured in a manner consistent with the children's culture.

Altwerger, Bess and Bonnie Lee Ivener. "Self-Esteem: Access to Literacy in Multicultural and Multilingual Classrooms."

"It is through access to literacy that ESL students' self-esteem is developed and preserved." The authors outline a framework for understanding and addressing the issue of self-esteem for ESL students in relationship to literacy development and instruction. They offer their concept of a classroom that supports and encourages the literacy development of ESL students, as well as curricular guidelines for planning learning experiences that will benefit all students.

Barnitz, John G. (ed.). "Linguistic Perspectives in Literacy Education: Emerging awareness of linguistic diversity for literacy instruction." *The Reading Teacher*, Vol. 51, No. 3, Nov 1997. We need to become more aware of what students and friends from various cultural backgrounds can do with language and appreciate the linguistic diversity that exists around us. The article discusses how linguistic diversity can be an asset for English acquisition in our classrooms and communities and some strategies for fostering the process.

Bialystok, Ellen. "Effects of Bilingualism and Biliteracy on Children's Emerging Concepts of Print." *Developmental Psychology*, Vol. 33, No. 3, 1997.

This article reports on a study of three groups of 4 and 5 year old children whose concepts of how print refers to language were examined. All of the children could identify printed letters and their sounds but not read alone. The groups were monolingual speakers of English, bilingual speakers of French and English, and bilingual speakers of Mandarin and English. Bilingual speakers were equally proficient in both languages and familiar with print in both languages. The author states that reading is a child's first encounter with a symbolic representation and that in order to read, a child must understand the correspondences of letters to sounds to words. The study found that "all of the bilingual children were more advanced in understanding this representational principle than were the monolinguals. They knew that the written form carried the meaning...and they understood this equally for both languages."

Blum, Irene H., Patricia S. Koskinen, Nancy Tennant, E. Marie Parker, Mary Straub, and Christine Curry. "Using Audiotaped Books to Extend Classroom Literacy Instruction into the Homes of Second-Language Learners." *Journal of Reading Behavior*, Vol. 27, No. 4, 1995.

The article reports on a 19-week study of 5 beginning first-grade readers who spoke English as a second language and who were given daily access at home to repeated readings of books they had shared in school. Students checked out tape recorders and audiotapes of books for home use. Of interest in the study was the effect of repeated reading with an auditory model on first graders' reading fluency and self-monitoring behavior. The study found that all five students benefited from the opportunity to practice reading books with audiotapes at home and that it enabled them to fluently read more difficult texts with confidence.

Boyle, Owen F. and Suzanne F. Peregoy. "Literacy scaffolds: Strategies for first- and second-language readers and writers." *The Reading Teacher*, Vol. 44, No. 3, Nov 1990.

Provides examples of scaffolding activities that facilitate successful encounters with print and show children early on that they can learn to read and write. Discusses how literacy scaffolds enhance reading and writing for first- and second-language learners alike.

Brisbois, Judith E. "Connections Between First- and Second-Language Reading." *Journal of Reading Behavior*, Vol. 27, No. 4, 1995.

The article reports on a study of 131 students enrolled in French at the U.S. Air Force Academy. The study examined the relationship between first-language (L1) reading, second-language (L2)

knowledge, and L2 reading. Contributions of L1 reading, L2 vocabulary, and L2 grammatical skill to L2 reading scores were investigated along with whether or not the contributions differed by course level. Typically, L1 reading contributed significantly to reading in the L2 and supports Cummins' Hypothesis. The study demonstrated the importance of L1 reading and L2 knowledge, to L2 reading comprehension.

Carger, Chris Liska. "Attending to New Voices." *Educational Leadership*, April 1997. Educating multiculturally is an approach "that requires an individualized, life-long process of learning, discovering, accepting, and trying." The author discusses a study she conducted in Chicago with preschool Latino children to see why so many lacked what teachers call "readiness skills." She discovered that "for most Latino children, entrance into the school world brings a more abrupt and total change than it does for other kids." She urges educators to realize differences and help develop areas that will make school success more attainable.

Carver, Ronald P. "Effect of prediction activities, prior knowledge, and text type upon amount comprehended: Using rauding theory to critique schema theory research." *International Reading Association*, Vol. 27, No. 2, 1992.

The author critiques two research studies that looked at prediction activities, prior knowledge, and text type as three variables having an important effect on reading comprehension. He contrasts the ideas of schema theory and rauding theory. Rauding theory supports the existence of five reading processes-- skimming, scanning, rauding, learning, and memorizing-- and maintains that rauding is used most often because it is reading that proceeds at a constant rate and involves no studying. Rauding theory assumes that the effects of prediction activities, prior knowledge, and text type are trivial and can be disregarded whenever individuals operate their rauding process, which covers most reading situations. The author found that the studies supported the rauding theory and that the three schema theory variables (prediction activities, prior knowledge, text type) seem to be more appropriate for learning and memorizing processes where students are forced to read materials closer to their frustration level of difficulty.

Case, Robbie. "Theories of Learning and Theories of Development." *Educational Psychologist*, Vol. 28, No. 3, 1993.

The author suggests that Piaget's classical theory lost much of its power to serve as the basis for educational reform when learning theory surpassed Piagetian theory in its emphasis on cognition. The author asks whether Piagetian theory has anything left to offer and suggests that it indeed does if we look at the notion of central conceptual structures that Piaget developed. While these structures may have several features that make their discovery in the context of learning theory unlikely, the author argues that the analysis of learning structures has proven useful in the areas of assessment, early childhood education, curriculum design, and remedial instruction.

Celce-Murcia, Marianne. "Grammar Pedagogy in Second and Foreign Language Teaching." *TESOL Quarterly*, Vol. 25, No. 3, Autumn 1991.

The article looks at trends of the past 25 years regarding the role of grammar in language teaching. The author proposes a decision-making strategy for resolving the issue of when and to what extent, one should teach grammar to language learners. The author further argues that grammar instruction is part of language teaching because it interacts with meaning, social function, and discourse- or a combination of these- rather than standing alone to be learned for its own sake. "The article concludes with a survey of options for integrating grammar instruction into a communicative curriculum and with a reformulation of the role of grammar in language teaching."

Celce-Murcia, Marianne. "Formal Grammar Instruction." *TESOL Quarterly*, Summer 1992.

"Grammatical accuracy is important because it marks a second language learner as competent; it helps open academic, social, and economic doors for them." But when to teach grammar formally has no simple answer. Celce-Murcia offers her views on when to teach grammar, as does Stephen Krashen.

Both views are clearly presented and provide a forum for discussion on the place of grammar instruction in the language classroom.

Chomsky, Carol. "Stages in Language Development and Reading Exposure." *Harvard Educational Review*, Vol. 42, No. 1, Feb 1972.

Thirty-six children between the ages of six and ten participated in a study that investigated their linguistic development over several years. The results demonstrated a common order of acquisition of syntactic structures among the different children though there was considerable variation in age of acquisition. There appears to be a developmental sequence of linguistic stages through which all of the children apparently passed. The second part of the study investigated the relation between rate of linguistic development and exposure to written materials as a source of complex language inputs. There was a strong correlation between a number of the reading exposure measures and language development.

Cohen, Elizabeth G. "Teaching in Multiculturally Heterogeneous Classrooms: Findings from a model program." *McGill Journal of Education*, Vol. 26, No. 1, Winter 1990.

The article reports on The Program for Complex Instruction, initiated at the Stanford University School of Education in 1978. Complex instruction is a teaching approach designed to deal with heterogeneous classrooms that feature students with a wide range of academic skills. It is particularly suited for classrooms with language minority students. The article reviews the strategies, theory and research of complex instruction. The author argues that teachers of multicultural classrooms need much more assistance. "Unless they get the technical assistance they require to utilize more sophisticated methods of instruction, the achievement of lower-status, culturally different children is unlikely to improve." Complex instruction can help create equity in the context of intellectually challenging curricular materials and the use of small problem-solving groups.

Collier, Virginia P. "Age and Rate of Acquisition of Second Language for Academic Purposes." *TESOL Quarterly*, Vol. 21, No. 4, Dec 1987.

This article reports on a study conducted over a length of time with 1,548 LEP students and the time it took for them to become proficient in English for academic purposes while receiving instruction in English in all subject areas. The study found that student arrivals at ages 12-15 experienced the greatest difficulty and were projected to require as much as 6-8 years to reach grade-level norms in academic achievement and that "at least 4-8 years may be required for all ages of LEP students to reach national grade-level norms of native speakers in all subject areas of language and academic achievement, as measured on standardized tests."

Cummins, Jim. "Bilingual Education and English Immersion: The Ramírez Report in Theoretical Perspective." *Bilingual Research Journal*, Vol. 16, Nos. 1 & 2, Winter/Spring 1992.

The Ramírez Report, funded by the U.S. Department of Education, was designed to provide definitive answers to what types of programs work best in helping Latino students succeed in school. The findings of the report indicate that "Latino students who received sustained L1 instruction throughout elementary school have better academic prospects than those who received most or all of their instruction through English." The author reviews the opposing theoretical positions regarding bilingual education and then examines these positions in light of the findings of the Ramírez report.

Delpit, Lisa D. "Skills and Other Dilemmas of a Progressive Black Educator." *Harvard Educational Review*, Vol. 56, No. 4, Nov 1986.

"The author reflects on her practice as a teacher and as a teacher of teachers. Arguing from her perspective as a product of the skills-oriented approach to writing and as a teacher of the process-oriented approach to writing, she describes the estrangement many minority teachers feel from the progressive movement. Her conclusions advocate a fusion of the two approaches and point to a need for writing-process movement leaders to develop a vocabulary which will allow educators who have differing perspectives to participate in the dialogue."

Delpit, Lisa D. "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children." *Harvard Educational Review*, Vol. 58, No. 3, Aug 1988.

"Lisa Delpit uses the debate over process-oriented writing instruction as the starting-off point to examine the "culture of power" that exists in society in general and in the educational environment in particular. She analyzes five complex rules of power that explicitly and implicitly influence the debate over meeting the educational needs of Black and poor students on all levels. Delpit concludes that teachers must teach all students the explicit and implicit rules of power as a first step toward a more just society."

Dolson, David P. and Jan Mayer. "Longitudinal Study of Three Program Models for Language-Minority Students: A Critical Examination of Reported Findings." *Bilingual Research Journal*, Vol. 16, Nos. 1 & 2, Winter/Spring 1992.

This article examines the reported findings of the Ramírez Report commissioned by the U.S. Department of Education in 1983 and completed in 1991. The authors identify the key outcomes of the study and place them within the context of other related research on language-minority education. What they say regarding the effectiveness of bilingual immersion education models should give all educators something to think about in light of the current "English only" focus.

Dyson, Anne Haas. "Children's Place in the Language Arts Curriculum: Victims, Beneficiaries, and Critics." *English Education*, Vol. 24, February 1992.

The author states that "children are, of course, the victims and the beneficiaries of decisions, pedagogical or otherwise, made in the adult world." The author argues that students should also be valued as critics of enacted curricula. She asks teachers to consider "what skills and what heritage, through what kind of processes" children bring with them to school. She argues that these three issues need to be melded together rather than be considered as separate, distinct pieces and that they should be subject to continual critical analysis by teachers and their students.

Early, Margaret. "Enabling First and Second Language Learners in the Classroom." *Language Arts*, Vol. 67, Oct 1990.

"The aim of this [article] is to describe how the teaching of language and the teaching of subject matter knowledge can be brought together in a way that both empowers students and fosters a positive attitude toward their own abilities and to language. A framework for integrating language development and the development of subject matter knowledge is outlined briefly and illustrated through a case study of one classroom in Vancouver, BC."

Elley, Warwick B. "Vocabulary acquisition from listening to stories." *Reading Research Quarterly*, Vol. 24, Spring 1989.

Presents two studies that support the assumption that young children can learn new vocabulary from having illustrated storybooks read to them. The studies also indicate that students who start out with less vocabulary gain at least as much from the readings as the other students, and that the learning is relatively permanent. Additionally, it was found that teachers' additional explanation of words as they are read can more than double such gains. There is good linguistic grounds for increasing the amount of emphasis school systems presently place on story reading to children.

Elley, Warwick B. "Acquiring Literacy in a Second Language: The Effect of Book-Based Programs." *Language Learning*, Vol. 41, No. 3, Sept 1991.

"In contrast to students learning by means of structured, audiolingual programs, those children who are exposed to an extensive range of high-interest illustrated story books, and encouraged to read and share them, are consistently found to learn the target language more quickly. When immersed in meaningful text, without tight controls over syntax and vocabulary, children appear to learn the language incidentally, and to develop positive attitudes toward books. In some cases, the benefits are found to spread to other subjects and languages."

Elley, Warwick B. and Francis Mangubhai. "The impact of reading on second language learning." *Reading Research Quarterly*, Vol. 19, Fall 1983.

Five differences between first and second language learning were identified and discussed. It was hypothesized that these differences in formal education could be virtually eliminated by means of a reading program based on the use of an abundance of high-interest illustrated story books. Post-tests after eight months showed that pupils exposed to many stories progressed in reading and listening comprehension at twice the normal rate. It confirmed that high-interest story reading has an important role to play in second language learning.

Ernst, Gisela and Kerri J. Richard. "Reading and writing pathways to conversation in the ESL classroom." *The Reading Teacher*, Vol. 48, No. 4, Dec 1994/Jan 1995.

Discusses the need to provide language learning experiences that create authentic opportunities for oral and written expression and for connecting what is known with what school has to offer. Provides an example of such a classroom and of the activities that would occur there.

Ervin-Tripp, Susan M. "Is Second Language Learning Like the First." *TESOL Quarterly*, Vol. 8, No. 2, June 1974.

This article is still as relevant today as it was in 1974. The author questions whether the process of second language acquisition looks like the first. The study looked at English speakers learning French in a natural setting in which communication rather than form was the learner's focus of attention. "The study showed that in many respects the development of comprehension of syntax and of morphological features follows the order in mother tongue studies."

Ferdman, Bernardo M. "Literacy and Cultural Identity." *Harvard Educational Review*, Vol. 60, No. 2, May 1990.

People's perceptions of themselves in relationship to their ethnic group and the larger society, as reflected in what the author terms cultural identity, can change, and in turn be changed, by the process of becoming and being literate. The author argues "that the type and content of literacy education that individuals receive can influence their cultural identity. He concludes by arguing that the connections between literacy and culture must be fully acknowledged and better understood in order to achieve the goal of literacy acquisition for all."

Fern, Veronica, Kris Anstrom and Barbara Silcox. "Active Learning and the Limited English Proficient Student." *National Clearinghouse for Bilingual Education*, Vol. 1, No. 2, 1994.

Provides a definition of active learning; what it means for LEP students; the instructional implications of active learning in the LEP classroom and the implications of active learning for teacher training.

Fitzgerald, Jill. "Literacy and students who are learning English as a Second language." *The Reading Teacher*, Vol. 46, No. 8, May 1993.

Provides an overview of current research and theory in literacy and language development and suggests guidelines for language-minority students' literacy learning.

Freppon, Penny A. "Low-Income Children's Literacy Interpretations in a Skills-Based and a Whole-Language Classroom." *Journal of Reading Behavior*, Vol. 27, No. 4, 1995.

The article reports on a study that investigated the academic success of two groups of low-income, urban children who had whole-language instruction during their kindergarten and first grade years. 17 children were studied for 2 years and 8 children were followed as they (Transition Group) made a transition to a skills-based/traditional second grade. Another group of 9 children (Continuing Group), at a different school, continued in a whole-language second grade. Findings showed that the Transition group had the academic skills to succeed in a skills-based second grade and that the Continuing group succeeded in the whole-language second grade. Differences between the groups showed that the Transition group experienced a change in their sense making patterns and a loss of literate behaviors while the Continuing group continued to make progress in writing. There were no differences in reading growth.

Gantner, Myrna W. "Lessons Learned from My Students in the Barrio." *Educational Leadership*, Vol. 45, April 1997.

A teacher's story of her three years teaching in an inner-city barrio and what her 8th grade students taught her. The author argues that more must be done to prepare teachers to work with inner-city students. She suggests that an intern program might increase the rate of job satisfaction and classroom success for teachers who will work with students from cultures that differ from their own.

Garcia, Eugene E. "Attributes of Effective Schools for Language Minority Students." *Education and Urban Society*, Vol. 20, No. 4, August 1988.

The author reviews research related to linguistic, cultural, and instructional variables in the teaching of language minority students and explores specific program and instructional features that have shown promise with these students. Some of the variables the author addresses are assumptions that have guided program development; characteristics of effective bilingual schools; and effective instructional attributes. The author concludes that effective instruction for Mexican-American students is "characterized by student-to-student instructional opportunities related to academic material." The instruction builds on culturally relevant interactional strategies and promotes higher order linguistic and cognitive functioning.

Gay, Geneva. "Multicultural Preparation and Teacher Effectiveness in Desegregated Schools." *Theory into Practice*, Vol. 17, No. 2, 1978.

Although dated, this article still rings true in terms of how schools are often more concerned with the physical mixing of students from different ethnic groups rather than focusing on "high quality interracial education. The concentration on the technical problems of rearranging bodies overlooks the necessity of reforms in human values, attitudes, and resources." Good discussion of what could be done to better prepare teachers to work with culturally different students.

Genishi, Celia. "Observing the Second Language Learner: An Example of Teachers' Learning." *Language Arts*, Vol. 66, No. 5, Sept 1989.

A monolingual kindergarten teacher records her observations of four L2 learners in her classroom. Several critical points about the process of language learning and effective teaching in general are made. One, each child follows his/her own unique timetable and an unpredictable path toward L2 learning. Second, classrooms with a variety of activities and potential situations for talk, have the best chance of supporting the L2 learner. Third, in the classroom, the teacher is at the heart of the L2 learner's support system.

Gersten, Russell. "Literacy Instruction for Language-Minority Students: The Transition Years." *The Elementary School Journal*, Vol. 96, No. 3, 1996.

Discusses results from a research project which examined language arts and literacy instruction for language minority students in 18 urban classrooms for 2 years. Delineates a framework for identifying critical instructional practices that appeared to facilitate both learning and language development for language minority students. Examples of these practices are also presented.

Gersten, Russell and Robert T. Jiménez. "A delicate balance: enhancing literature instruction for students of English as a second language." *The Reading Teacher*, Vol. 47, No. 6, March 1994.

Describes facets of effective reading instruction for language minority students, particularly students identified by teachers as experiencing difficulties. Analyzes how current theories and concepts play out in the classroom and what teachers can do to refine their reading lessons to enhance students' comprehension, involvement, and language acquisition.

Gersten, Russell. "The Double Demands of Teaching English Language Learners." *Educational Leadership*, Vol. 53, No. 5, Feb 1996.

Teaching students for whom English is a second language requires helping them with the double demands of acquiring a new language while mastering academic content. Some key principles for effective instruction are presented in this article.

Gibson, Margaret A. "The School Performance of Immigrant Minorities: A Comparative View." *Anthropology & Education Quarterly*, Vol. 18, 1987.

Immigrant youths of working-class backgrounds are frequently more successful in school than nonimmigrant students of similar class background, whether majority or minority. This study looks at Punjabi Sikh farm families in California and explores the forces that enable immigrant young people to succeed academically, in spite of severe handicaps. Good discussion of involuntary minorities as opposed to voluntary minorities and their views of schooling and school success.

Gutierrez, Kris D. "A Comparison of Instructional Contexts in Writing Process Classrooms with Latino Children." *Education and Urban Society*, Vol. 24, No. 2, February 1992.

The article reports on a 2-year study that investigated the effects of writing process instruction on Latino children. The study examined the social contexts of the acquisition of writing skills across and within various writing process classroom contexts and student language communities. The author argues that "the way writing process instruction is implemented determines, to a large extent, the kind of academic, linguistic, and social knowledge that language minority students acquire." The study suggested that particular instructional scripts provide richer contexts for language minority students to learn a variety of skills.

Harris, Violet, Junko Yokota, Georgia Johnson, and Oralia Garza de Cortes. "Bookalogues: Multicultural Literature." *Language Arts*, Vol. 70, March 1993.

This article provides a review of current multicultural books and each guest editor briefly discusses some of the issues related to multicultural literature. Each editor also provides a list of books that will "educate, inspire, and entertain." If your school or classroom library is in need of multicultural literature, this article will provide a starting point.

Henze, Rosemary C. and Tamara Lucas. "Shaping Instruction to Promote the Success of Language Minority Students: An Analysis of Four High School Classes." *Peabody Journal of Education*, Vol. 69, 1993.

The authors seek to define what is actually known to "work" in teaching language minority students at the secondary level. They identify three crucial areas: good teaching practices for all students that rely on intuitive teaching talent; the realities of support and/or constraints in the secondary school context; and good research based teaching practices for language minority students. The authors looked at four distinct classrooms and identified what a good class and a good teacher do and how they do it. The class descriptions and commentaries are helpful in defining effective practices for teaching language minority students.

Howe, Christopher K. "Improving the Achievement of Hispanic Students." *Educational Leadership*, May 1994.

Two studies offer suggestions for addressing the educational needs of Hispanic students. The author discusses six actions that successful school staffs routinely performed that led to positive effects among Hispanic students.

Hudelson, Sarah. "Kan Yu Ret an Rayt en Ingles: Children Become Literate in English as a Second Language." *TESOL Quarterly*, Vol. 18, No. 2, June 1984.

This article provides an overview of research findings on second language reading and writing development in children and provides examples of how these findings speak to classroom practice. The findings suggest that even children who speak little or no English, can read English print in their environment; that English learners can read English with only limited control of the oral system of the language; that the experiential and cultural background of the ESL reader has a strong effect on their reading comprehension; and that child ESL learners can write English for a variety of purposes early

in their development of English. Suggests classroom applications that will help ESL learners become proficient English users.

Hudelson, Sarah. "The Role of Native Language Literacy in the Education of Language Minority Children." *Language Arts*, Vol. 64, No. 8, Dec 1987.

In order to work effectively with L2 children, teachers should have a thorough understanding of children's language and learning and the ability to translate this knowledge into classroom practice. The author states that "For too long non-English-speaking children have been silenced because they could not use English to share their experiences, knowledge, and understandings. Allowing children access to their native language is one way of enabling those who have been silenced to speak." Even when a child's primary language uses a radically different writing system, readers are able to apply the visual, linguistic, and cognitive strategies they used in first language reading to reading in English. The reading process is essentially the same, regardless of the language. And, whatever the native language, literacy in that language will benefit English literacy.

Jackson, Francesina R. "Seven Strategies to Support a Culturally Responsive Pedagogy." *Journal of Reading*, 37, Dec 1993/Jan 1994.

While school populations are becoming more ethnically, linguistically, and economically diverse, the teaching force in the United States is becoming more homogeneous. There are specific strategies that most American teachers already employ but may not recognize as ones they can use to enhance multicultural learning. The article describes seven strategies that are integral components of a culturally responsive pedagogy.

Jiménez, Robert T., Georgia Earnest García, and P. David Pearson. "The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles." *Reading Research Quarterly*, Vol. 31, No. 1, January/February/March 1996.

The authors examine how bilingualism and biliteracy affect metacognition by studying 8 bilingual Latina/o children who were identified as successful English readers. The authors studied the strategic reading processes employed by these successful students and identified 22 distinct strategies organized into three broad groups (text-initiated, reader-initiated, and interactive). Three of the strategies were unique to the successful Latina/o reader: they actively transferred information across languages; they translated from one language to another (most often from Spanish to English); and they openly accessed cognate vocabulary when they read, especially in their less dominant language. The data suggest that successful Latina/o readers in English "possess a qualitatively unique fund of strategic reading knowledge."

Jiménez, Robert T., Georgia Earnest García, and P. David Pearson. "Three Children, Two Languages, and Strategic Reading: Case Studies in Bilingual/Monolingual Reading." *American Educational Research Journal*, Vol. 32, No. 1, Spring 1995.

The article attempts to describe and understand the cognitive and metacognitive knowledge of a proficient bilingual Latina reader. Her reading processes and strategies were compared with a proficient monolingual reader and a marginally proficient bilingual reader. Data was collected and the qualitative analysis revealed four dimensions that distinguished the proficient bilingual reader's performance from those of the other two readers: "how she navigated unknown vocabulary in both languages; how she viewed the purpose of reading; how she interacted with text; and how she took advantage of her bilingualism." The authors conclude that explicit knowledge of the relationship between Spanish and English can facilitate bilingual students' reading comprehension.

Jordan, June. "Nobody Mean More to Me Than You And the Future Life of Willie Jordan." *Harvard Educational Review*, Vol. 58, No. 3, August 1988.

The author, in introducing controversial subject matter in her classroom, forced her students to critically examine their values and world views, and their positions in society. The author describes her undergraduate course on Black English in which she and her students sought to make education

and schooling relevant and useful after the shooting death of a classmate's unarmed brother by White police officers in Brooklyn, New York. Includes descriptions of the rules of "Black English."

Kailin, Julie. "Anti-Racist Staff Development for Teachers: Considerations of Race, Class, and Gender." *Teaching and Teacher Education*, Vol. 10, No. 2, 1994.

The author presents historical background and a theoretical framework for an anti-racist staff development course and the curriculum for such a course. She argues that such a course could provide an opportunity for teachers to become sensitized to the racial biases in their own lives; in school settings, curricula, and in teacher-student interactions. The curriculum includes discussion of institutional racism and individual racism and the list of discussion topics (with typical responses) is thought-provoking.

Krashen, Stephen D. "Formal and Informal Linguistic Environments in Language Acquisition and Language Learning." *TESOL Quarterly*, Vol. 10, No. 2, June 1976.

This is one of Krashen's early studies regarding language acquisition and language learning. He discusses informal linguistic environments and the classroom as vehicles for adults' second language acquisition. Krashen presents evidence that informal and formal environments contribute to different aspects of second language competence, the former (informal environments) affecting acquired competence and the latter (the classroom) affecting learned competence. He concludes that the classroom can be used simultaneously as a formal and informal linguistic environment, if and when, active language use is emphasized.

LaCelle-Peterson, Mark W. and Charlene Rivera. "Is It Real for All Kids? A Framework for Equitable Assessment Policies for English Language Learners." *Harvard Educational Review*, Vol. 64, No. 1, Spring 1994.

Given the high goals of both education reform and assessment standards, and the educational needs of ELLs, what assessment options should be pursued? The authors argue that it is erroneous to assume that changes that affect monolingual English students favorably will automatically do the same for English language learners. They state that ELL experts, teachers as well as researchers, need to be involved at all stages of the assessment development process and that it is imperative that assessment personnel become sensitive to ELL issues. They offer suggestions for more appropriate assessment policy and practice for English language learners.

Ladson-Billings, Gloria. "Beyond Multicultural Illiteracy." *Journal of Negro Education*, Vol. 60, No. 2, 1991.

The author looked at pre-teaching majors over six years to determine their knowledge of the contributions of non-Europeans to American history and world civilization. She discovered they "suffered from 'multicultural illiteracy'- the inability to be conversant with basic ideas, issues, personalities, and events that reflect the perspectives and experiences of people other than White, middle-class males." The author describes strategies that can be used for integrating information and experiences regarding diversity into academic course requirements. She believes teacher education programs must give student teachers specific knowledge of multicultural issues to better prepare them to teach in the racial, ethnic, linguistic, and economic diversity of today's classrooms.

Ladson-Billings, Gloria. "Like lightning in a bottle: attempting to capture pedagogical excellence of successful teachers of black students." *Qualitative Studies in Education*, Vol. 3, No. 4, 1990.

The author looked at eight female teachers, five black and three white, all considered to be the "best" at their schools based on students' standardized test scores, teaching skills, classroom management, and student enthusiasm. The teachers identified behaviors in three areas (conceptions of self/other; social relations; and conceptions of knowledge) that they believe contribute to their success with black students. The author describes their approach as "culturally relevant teaching" (meant to empower and enable learners to make changes in society) and contrasts it with "assimilationist" teaching (meant to prepare people for an occupation). It appears culturally relevant teaching has greater impact on the academic progress of minority students.

Ladson-Billings, Gloria. "Reading Between the Lines and Beyond the Pages: A Culturally Relevant Approach to Literacy Teaching." *Theory Into Practice*, Vol. 31, No. 4, Autumn 1992.
The contrast between the academic performance of students of color, particularly African-Americans, and the general White population has been at the center of discussions in reading and writing research and practice. The author argues that culturally relevant teaching helps maximize learning among African-American students. Recognizing that teachers are the primary mediators of learning in classrooms, the author describes two teachers, one African-American and the other Italian-American, and their culturally relevant approaches to literacy teaching with African-American students.

Lapp, Diane and James Flood, ed.; Josefina Villamil Tinajero, coauthor. "Are we communicating? Effective instruction for students who are acquiring English as a Second Language." *The Reading Teacher*, Vol. 48, No. 3, Nov 1994.
Presents an overview of program models and effective teaching strategies and techniques used in teaching students acquiring English as a second language.

Lee, Darol D. "Literacy, Cultural Diversity, and Instruction." *Education and Urban Society*, Vol. 24, No. 2, February 1992.
The author discusses three models of culturally sensitive scaffolding used to guide students in instructional tasks that draw upon community language strengths and social knowledge. The three models, "Signifying and the Interpretation of 'Speakerly Texts'"; "Talk Story, Turn-Taking, and Classroom Discussion"; and "Community Funds of Knowledge and the Practice of Literacy" have initiated independent and purposeful reading and writing by students. The author argues that these instructional models hold promise for improving the literacy levels of students from diverse cultural backgrounds.

Lim, Hwa-Ja Lee and Dorothy J. Watson. "Whole language content classes for second-language learners." *The Reading Teacher*, Vol. 46, No. 5, Feb 1993.
ESL teachers can help students reach their potential English proficiency by shifting the focus of instruction from direct teaching of language to using classroom strategies in which language is naturally and functionally learned. Talk that emerges from whole language content experiences has the characteristics of talk as a means of learning rather than talk as a target of learning. Thus, second language learners can learn intellectually interesting content while increasing their language proficiency.

Lucas, Tamara, Rosemary Henze, and Ruben Donato. "Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools." *Harvard Educational Review*, Vol. 60, No. 3, August 1990.
The authors state that "schools are responsible for the quality of education students receive, and that given a good education, all students can achieve." They then asked, what makes some schools more successful than others in promoting success for ELL students? The authors studied six secondary schools that have been recognized for their success in providing quality education for ELL students. The study focused on the whole school rather than on classroom practices, and identified eight features that promote the achievement of ELL students.

Madigan, Dan. "The Politics of Multicultural Literature for Children and Adolescents: Combining Perspectives and Conversations." *Language Arts*, Vol. 70, March 1993.
The author interviewed Ginny Moore-Kruse, Elizabeth Martinez, and Harriet Rohmer regarding the political and social nature of the publishing and teaching of multicultural literature for children and adolescents. The article reminds us that given the diverse cultural heritage of the people who make up our nation, "multicultural literature must become part of everything that is going on in the classroom all year round" because "a multicultural perspective is not a deviation; it is a necessity."

McCloskey, Mary Lou. "Literature for Language Learning." *ESL Magazine*, Nov/Dec 1998.

Discusses the value of using literature in the classroom to promote English language learning. Also discusses how literature can be used to scaffold ELL students' linguistic and cognitive development.

McCollum, Pamela A. and Constance L. Walker. "Minorities in America 2000." *Education and Urban Society*, Vol. 24, No. 2, February 1992.

The authors ask, "Why are minorities ignored in the "New World Standards" of America 2000, when they will compose the largest segment of the public school population in less than a decade?" The article looks at educational policies for ELL students from 1960 to the present; reviews the national standards movement, America 2000; and discusses the effects of such a policy on ELL students in the 21st century. The authors argue that the report failed to consider the range of cultural, linguistic, and social differences that exist in our school-age populations.

McIntyre, Ellen. "Teaching and Learning Writing Skills in a Low-SES, Urban Primary Classroom." *Journal of Reading Behavior*, Vol. 27, No. 2, 1995.

The article presents a study of 11 children in a whole language classroom, taught by three teachers. The study investigated which writing skills were learned in relation to the children's instruction. The skills measured in the study included "fluency, a sense of audience and purpose, organization, use of 'written' language (rather than oral), use of lively or engaging language, use of compound or lengthy sentences, end mark punctuation, capitalization, and spelling." The children became more fluent writers who used more complex sentences and lively language. The author concludes that "more opportunities for editing and publishing and more explicit instruction on particular skills may be needed for some of the children."

McKeon, Denise. "When Meeting "Common" Standards is Uncommonly Difficult." *Educational Leadership*, Vol. 42, No. 8, May 1994.

"Because limited-English proficient learners bear an exceptionally heavy cognitive and linguistic load, they need stepped-up assistance to help them meet new content standards." The author goes on to list a set of opportunity-to-learn standards for LEP students as well as three problems that impede LEP student achievement. The article ends by suggesting five simple steps that educators can take to ensure that LEP students will meet content standards.

McKeown, Margaret G., I.L. Beck, G.M. Sinatra, and J.A. Loxterman. "The contribution of prior knowledge and coherent text to comprehension." *Reading Research Quarterly*, Vol. 27, 1992.

The article reports on a study conducted with 48 fifth graders to determine how making relevant background knowledge available would affect the comprehension of more and less coherent versions of a social studies text. The study found that background knowledge is most useful if the text is coherent enough to allow the reader to see the connections between the text information and previous knowledge. The author concludes that while both variables (prior knowledge and text coherence) can be individually effective, neither variable can completely compensate for inadequacies in the other.

Osborne, A. Barry. "Practice into Theory into Practice: Culturally Relevant Pedagogy for Students we have Marginalized and Normalized." *Anthropology & Education Quarterly*, Vol. 27, No. 3, 1996.

"This study is a synthesis of ethnographies conducted in both North American and Australian cross-cultural and interethnic classrooms. It establishes nine assertions about culturally relevant teaching in such settings." The author suggests starting points for teachers to reflect upon their social justice strategies for students from groups we have marginalized and normalized. Provides good discussion of culturally relevant pedagogy; what it should look like, and how to go about attaining it in classrooms and teacher preparation courses.

Pang, Valerie Ooka. "About Teachers and Teaching." *Harvard Educational Review*, Vol. 58, No. 3, August 1988.

The author states that "ethnic prejudice still exists in the American educational system and it hurts all of us because it causes discord and misunderstanding." She gives classroom examples of prejudice

and argues that change will only come about when teachers, as advocates for children, scrutinize the structure, policies, and practices of schools for ethnic prejudice and educational inequities.

Peyton, Joy Kreeft and Chuck Jones, Andrea Vincent, and Les Greenblatt. "Implementing Writing Workshop With ESOL Students: Visions and Realities." *TESOL Quarterly*, Vol. 28, No. 3, Autumn 1994.

The authors looked at the data from 16 ESOL teachers over the course of a school year in describing the challenges of implementing Writer's Workshop with ELL students. How do teachers successfully use Writing Workshop to teach the writing process and to build language and literacy levels? The authors found teachers needed to adapt the following areas to meet the needs of their L2 learners: getting students started writing, conferencing and sharing, and revising. Good description of ways that writing workshop for ELL learners differs from writing workshop portrayed in the literature. Stresses the need for teachers to have time, support, and resources in order to "own in practice what they have learned in the abstract."

Piper, David. "Learning about the Language of 'Race.'" *Language Arts*, Vol. 64, No. 8, December 1987.

The author states that how terms such as "race", "culture", and "ethnicity" are used in the classroom have an impact on the social development and behavior of children in minority and majority cultural groups. He discusses H.A. Giroux's framework of critical pedagogy in relation to thinking about race and argues that children's critical understanding can be enhanced when teachers act as "critical agents" who ask pertinent questions about how knowledge is produced and distributed, and who are able to encourage dialogue leading to knowledge that is meaningful and emancipatory."

Reyes, María de la Luz. "Challenging Venerable Assumptions: Literacy Instruction for Linguistically Different Students." *Harvard Educational Review*, Vol. 62, No. 4, Winter 1992.

The author challenges widely accepted assumptions about teaching limited- or non-English speakers and critiques the implementation of process instruction that ignores culturally and linguistically supportive adaptations for these students. She also presents a discussion of modifications that provide greater opportunities for success for LEP students.

Reyes, María de la Luz, Eloise Andrade Laliberty, and Judith M. Orbanosky. "Emerging Biliteracy and Cross-Cultural Sensitivity in a Language Arts Classroom." *Language Arts*, Vol. 70, December 1993.

The article reports on case studies of four children in a fourth grade classroom who showed indicators of biliteracy and cultural sensitivity. "The discussion attempts to illustrate how the language arts instruction in a bilingual classroom affected children's growth in a second language, contributing to their cultural awareness..." The language arts instruction fostered the social nature of learning and affirmed the learner's role in becoming bilingual and biliterate. The learning environment described has the potential to equip students with the skills necessary to live in a multilingual, multicultural society.

Saunders, William, Gisela O'Brien, Deborah Lennon and Jerry McLean. "Making a Successful Transition from Spanish to English Literacy". *Connections*, UES/UCLA, Fall 1996.

Discussion of a three-year language arts program that gradually shifted from Spanish to English and how it helped bilingual students make a more successful transition to all-English instruction.

Scherer, Marge. "A Conversation with Mike Rose." *Educational Leadership*, April 1997.

Mike Rose discusses the kind of classroom atmosphere in which today's students will thrive. This interview is based on his travels through public school classrooms while writing his book, *Possible Lives: The Promise of Public Education in America*. Rose comments on the "best practices" that were visible in successful classrooms.

Schifini, Alfredo. "Language, Literacy, and Content Instruction: Strategies for Teachers" in *Kids Come in All Languages: Reading Instruction for ESL Students*, K. Spangenberg-Urbschat and R. Pritchard (Eds.), Newark, DE: International Reading Association.

A discussion of instructional approaches meant to build on students' strengths to enable them to interact with and construct meaning from print. The strategies reflect common-sense notions about how we come to know language and acquire literacy.

Simon, Roger I. "Empowerment as a Pedagogy of Possibility." *Language Arts*, Vol. 64, No. 4, April 1987.

The author seeks to illustrate the importance of pedagogy in terms of the images that we create of ourselves and our world. These images can then serve to provide us with a sense of what might be possible and desirable and can serve to give us hope and worth as human beings. The author argues that "projects of possibility" are practices that encourage and enable "the realization of differentiated human capacities" and that these transformative projects need to be undertaken in homes, work places and communities in order to achieve a true pedagogy of empowerment.

Snow, Marguerite Ann, Myriam Met, and Fred Genesee. "A Conceptual Framework for the Integration of Language and Content in Second/Foreign Language Instruction." *TESOL Quarterly*, Vol. 23, No. 2, June 1989.

The authors discuss the implications of integrating language and content teaching and propose a conceptual framework for such integration in second and foreign language classrooms. In such a setting, language and content teachers would determine language-teaching objectives collaboratively based on what language would be necessary to understand the content of a lesson and what language could be taught naturally within the context of a particular subject matter. Four instructional settings are then used to illustrate the framework.

Strong, Michael. "Social Styles and the Second Language Acquisition of Spanish-Speaking Kindergartners." *TESOL Quarterly*, Vol. 17, No. 2, June 1983.

The article discusses a study of thirteen Spanish-speaking kindergartners that examined certain personal characteristics that are consistently related to successful language learning. The study looked at seven such characteristics and found that faster language learners are more talkative, responsive, and gregarious than slower learners. Implications for the classroom are discussed and suggestions made that teachers encourage their students to talk whenever possible; arrange that children from different language groups work and play together; and that teachers create situations where children will want and need to communicate to achieve a common goal.

Sutton. "Helping the nonnative English speaker with reading." *The Reading Teacher*, May 1989. Good discussion of specific strategies-- decoding skills, language development, concept expansion, and critical thinking skills-- that are important to reading comprehension and how to address them with LEP (Limited English Proficient) students. Addresses the specific areas that may cause difficulties in reading among LEP students.

Swain, Merrill and Henri C. Barik. "Three-year Evaluation of a Large Scale Early Grade French Immersion Program: The Ottawa Study." *Language Learning*, Vol. 25, No. 1, June 1975.

Although dated, this study provided a basis for the development of bilingual programs. The study looked at students in grades K-2 in a French immersion program in Ottawa. The students were immersed in French and taught to read in French. By the end of first grade, the immersion students were beginning to transfer some of their reading skills to English, their second language. Although they initially lagged behind in English skills, by the end of second grade, the immersion students had caught up to their peers in those skills. The study argued for early schooling to be given in the "language least likely to be developed."

Urzuá, Carole. "A Language-Learning Environment for All Children." *Language Arts*, Vol. 57, No. 1, January 1980.

The author looks at research from psychology which says that language is essentially a social process; research regarding effective environments for language development; and research from psycholinguistics and sociolinguistics affecting first and second language acquisition. She discusses the implications of such research on classroom practice, and concludes that the environment in which children learn to use language in varied ways must be interactive, responsive, and filled with supportive, encouraging human beings who believe the function of messages to be more important than their form.

Urzuá, Carole. "You Stopped Too Soon': Second Language Children Composing and Revising." *TESOL Quarterly*, Vol. 21, No. 2, June 1987.

The article reports on a 6 month observational study of 4 Southeast Asian students as they wrote and revised writing pieces in their second language, English. The children appear to have developed three areas of writing skill: a sense of voice; a sense of audience; and a sense of power in language. The development of these skills appears to have occurred through regular writing; revision; peer responses; and the growth of confidence and trust in themselves as writers-- the same activities English speakers find effective. The study suggests that the cognitive and social aspects of literacy develop for ESL students in ways that are similar to English speaking students developing literacy in their first language.

Valdés, Guadalupe. "The World Outside and Inside Schools: Language and Immigrant Children." *Educational Researcher*, Vol. 27, No. 6, June 1998.

The article seeks to give a sense of some of the distances between homes and schools, countries and cultures and what it means for youngsters to arrive at school without knowing English. The author describes two middle-school students, who they were and what they expected when they came to school and the school climate that they encountered. She uses their lives and their experiences as a lens through which to examine the policy and the instructional dilemmas that now surround the education of immigrant children in the United States.

Wallace, Catherine and Yetta Goodman. "Research Currents: Language and Literacy Development of Multilingual Learners." *Language Arts*, Vol. 66, No. 5, Sept 1989.

The authors state that children's weaknesses rather than strengths tend to be addressed, and that often, a child's bilingualism is seen as a weakness rather than a strength. It is important to recognize these strengths and to create classrooms where children can bring their linguistic, cognitive, and social skills and abilities into play. Studies that look at children in classrooms, children who, whether bilingual or members of cultural or social class minorities, are failed by school and society need to be conducted. Teachers need to assess both their students and their own practice in new ways. And finally, it may be necessary to reconsider what is "valid school learning" and utilize language arts programs which look critically and analytically at language in use across a range of sociocultural contexts.

Weissglass, Julian. "Deepening Our Dialogue About Equity." *Educational Leadership*, April 1997.

The author discusses the use of three structures (dyads, support groups, and personal experience panels) to facilitate discussions of prejudices and biases. He argues that in order to achieve equity and make progress on the institutional level, we must begin on the personal level with our own stories. Only then will we obtain the personal transformations that are necessary for progress.

Willis, Scott. "Teaching Language-Minority Students." *Association for Supervision and Curriculum Development*, Volume 36, No. 5, 1994.

Discusses the issue of whether LEP students should be taught in their native languages-- and if so, to what extent. Brief, concise discussion of the different classroom approaches currently used with LEP students.

Witbeck, Michael C. "Peer Correction Procedures for Intermediate and Advanced ESL Composition Lessons." *TESOL Quarterly*, Vol. 10, No. 3, September 1976.

The author describes and discusses four procedures he used in his classroom to have his students become involved in peer correction. The four procedures are clearly described and the advantages and disadvantages of each is presented. The author concludes that even though there are advantages and disadvantages to each procedure, the use of these or other peer editing procedures-- instead of conventional teacher-correction techniques-- "develops greater concern for achieving accuracy in written expression in individual students and creates a better classroom atmosphere for teaching the correctional aspects of composition."

Zeichner, Kenneth M. "Connecting Genuine Teacher Development to the Struggle for Social Justice." *Journal of Education for Teaching*, Vol. 19, No. 1, 1993.

The author argues that under the efforts to empower teachers to take more control over their own professional development, teachers often remain under tight control and limited in their power to influence the conditions of their work. He is also concerned that teacher development and teacher empowerment often may become ends in themselves, unrelated to issues of equity or social justice. The author argues for efforts to connect teacher development to the promotion of equity and social justice.