ANNOTATED BIBLIOGRAPHY

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Acknowledgements

Contents

I.   Introduction

This annotated bibliography represents a first step toward compiling a comprehensive overview of current research on issues related to English language learners (ELLs). It is intended to be a resource for researchers, policymakers, administrators, and educators who are engaged in efforts to bridge the divide between research, policy, and practice in the area of English language learning.

The sources included in the bibliography address central topics related to ELLs such as language acquisition, educational attainment, assessment, cultural adjustment, and program and policy issues that impact programming and instruction for ELLs in the K-12 and adult education arenas.

The authors would like to emphasize that this document does not represent an exhaustive catalog of extant literature, but rather focuses on key sources, and provides an up-to date overview of articles to highlight the most significant issues and persistent gaps in research, policy, and practice for ELLs.

II.   Methodology

The method used to compile sources for this annotated bibliography involved identifying articles on key issues in English language learning, with a focus on articles written within the past decade. Documents reviewed included those based on research as well as theoretical or conceptual papers documenting practices in the field.

A. Search Categories

Five key categories informed the search for literature:

1. **Academic Achievement/Educational Attainment:** Articles in this category provide an overview of educational achievement among ELLs and include the following search terms: English proficiency, academic achievement scores, elementary/secondary school enrollment, grade retention, high school completion, postsecondary enrollment, and highest educational level attained.
2. **Adult Education:** These articles discuss issues and challenges that are specific to the education of adult ELLs, including research that supports the development of the field.
3. **ELL Assessment and Classification:** These articles examine assessments used at the elementary and secondary school levels, including their potential impact on ELL classification, instruction, and achievement.
4. **English Language Acquisition:** These articles provide an overview of key topics related to second language acquisition.
5. **English Language Instruction:** Includes articles that discuss the challenges and best practices regarding English language and content instruction for ELLs.

B. *Selection of Articles*

Three key criteria guided the selection of literature for this annotated bibliography:

- The literature was written in the last 10-15 years;
- The literature comes from a credible publication source, such as a peer-reviewed journal; and
- The literature is relevant to the key categories above and is current to the issues facing ELLs.

Articles were identified through structured internet and database searches that targeted various expressions of the search categories above. Some articles were identified through interviews with researchers with expertise in English language learning. Additionally, the search was informed by other documents, such as *Resources for Educators of English Language Learners: An Annotated Bibliography* (Rance-Roney & Jacobs, 2007), a comprehensive compilation of literature from the National Writing Project (NWP) designed as a resource for ELL practitioners.

Selected articles were identified and examined by reviewers with a background in research, education, and English language learning. These documents were assessed on the rigor of their research, analysis, or discussion, and sorted by type and relevance.

Table 1 (on the next page) provides a topical overview of the articles, which are organized alphabetically within the five categories that guided the literature search. Literature under each category is further categorized within three themes (research, policy, practice) that highlight the nature and type of article. This section is followed by annotations for each source, with keywords that provide the reader with more information on the content of the document.

III. Literature Themes and Categories

Table 1	Themes and Categories							
Sources	**Type of Article** R=Research PR=Practice PO=Policy			**Academic Achievement/ Educational Attainment**	**Adult Education**	**ELL Assessment & Classification**	**English Language Acquisition**	**English Language Instruction**
	R	Pr	Po					
Abed, 2007		●	●	●		●	●	
Abedi et al., 2003	●			●		●		
Abedi, J. (2001			●	●		●		
Abedi, 2008		●	●	●		●		●
Aguirre-Munoz et al., 2006	●			●		●		●
Ajayi, 2009	●	●					●	●
Artiles & Ortiz, 2002	●	●				●	●	●
August, 2003	●	●					●	●
Bailey et al., 2007		●				●		
Batalova, 2007	●		●				●	
Bratsberg, 2002	●			●				
CAL, 2003		●			●		●	
Clewell & Consetino de Cohen, 2007		●	●	●				●
Cohen & Zach, 1997		●		●				
Condelli & Wrigley, 2005	●				●		●	●
Cook, 2006		●				●	●	
Cronen et al., 2005	●				●			●
Cummins, 1981		●					●	●
Echevarria et al., 2006a	●	●					●	●
Echevarria et al., 2006b	●	●					●	●
Francis et al., 2006	●			●		●		
Frey & Webreck-Alman, 2003	●				●			●
Fry, 2003	●			●			●	
Gersten et al., 2007		●	●				●	●
Greenberg et al., 2001	●	●		●			●	
Grissom, 2004	●		●				●	
Hakuta et al., 2000	●		●				●	●
Kamps et al., 2007	●	●					●	●
Kieffer et al., 2009	●	●		●		●	●	
Kopriva, 2000		●		●		●		
Kruidenier, 2002a	●	●			●		●	●
Linquanti, 2001			●			●	●	
Marinova-Todd et al., 2000		●			●		●	
McLaughlin, 1992		●		●		●	●	
Mechelli et al., 2004	●						●	
NCTE, 2008			●				●	
O'Day, 2009	●		●				●	●
Ragan & Lesaux, 2006	●		●	●		●		
Rance-Roney, 2009		●						●
Rivera et al., 2008	●		●	●		●		
Short & Fitzsimmons, 2007		●		●			●	
Short & Boyson, 2003a		●					●	●
Short & Boyson, 2003b	●						●	
Snow, 1998		●			●		●	
Solorzano, 2008			●			●		
Spruck-Wrigley et al., 2003		●		●	●		●	
Stansfield & Rivera, 2001		●		●		●		
Szpara & Ahmad, 2007	●							●
Thomas & Collier, 2002	●			●			●	
U.S. DOE, 2004	●			●			●	
U.S. DOE, 2008	●		●	●				●
United States GAO, 2006	●		●			●		●
Willner et al., 2009	●	●	●	●				●
Wrigley et al., 2009		●			●	●	●	
Yoon, 2007	●						●	●

IV.   Literature Sources and Annotations

1. **Abedi, J. (Ed.). (2007). English language proficiency assessment in the nation: Current status and future practice (Report). Davis, CA: University of California. Retrieved May 7, 2010, from http://education.ucdavis.edu/research/elp_report.pdf**

This report presents a comprehensive overview of the English Language Proficiency (ELP) assessments, with a focus on assessments that existed prior to and after the implementation of No Child Left Behind (NCLB). The author emphasizes that improving the quality of assessments for ELLs should be a priority and that it will help address the achievement gap between native and non-native speakers. The report discusses shortcomings in ELP assessments, and outlines the necessary components for creating more valid instruments. The report also provides recommendations for improving existing assessments and for developing more effective assessments for the future.

__Keywords__: Language proficiency, assessment, accountability, achievement gap

2. **Abedi, J. (2008). Classification system for English language learners: Issues and recommendations. *Educational Measurement, Issues and Practice, 27*(3), 17-31. Retrieved August 28, 2009, from ProQuest Education Journals. (Document ID: 1559992711)**

Key decisions regarding the instruction and assessment of ELLs are often made based on the premise that the classification system accurately distinguishes between those who are proficient in the use of the English language and those who are not. However, research on assessment has raised issues regarding the validity of ELL classification policies and practices. Improper classification of ELLs can result in invalid assessments and reporting, and inappropriate levels of instruction. These issues can play a role in the disproportionate representation of ELLs in special education classes. The goals of this paper are to examine issues related to the validity of current ELL classification and discuss how this information can be used to improve future ELL classification systems. This paper provides a comprehensive overview of the methods used to determine ELL classification, empirical evidence of the validity of ELL classification, and an in-depth discussion of the implications of the research.

__Keywords__: Classification system, ELLs, instruction, assessments

3. **Abedi, J. (2001). Assessment and accommodations for English language learners: Issues and recommendations. (CRESST Policy Brief 4.) Los Angeles: University of California-Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST). (NCELA Resource Collection, No.BE022275.)**

This policy brief focuses on assessment and accommodations for ELLs, and provides recommendations for supporting school and district efforts to appropriately assessment and accommodate their needs. The brief explains federal and state legislation regarding inclusion of all students in large scale assessments, and highlights accountability policy challenges related to ELL inclusion. The author highlights issues about test validity, effectiveness, differential impact, and feasibility, and discusses research regarding the achievement gap between ELLs and non-ELLs within the context of discussing linguistic modifications and language demands in testing. Overall, the brief provides eight recommendations for policymakers involved in the inclusion of ELLs. These include (a) developing a common definition of ELLs, (b) considering student backgrounds, (c) modifying tests or providing accommodations in accordance with educational research, and (d) monitoring and evaluating accommodations closely.

__Keywords__: Assessment, accommodations, ELLs, policy, inclusion, modifications, achievement gap, accountability

4. **Abedi, J., Courtney, M., & Leon, S. (2003). Effectiveness and validity of accommodations for English language learners in large-scale assessments. (CSE Report 608.) Los Angeles: University of California-Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing. (NCELA Resource Collection, No. BE022215.)**

This document reports on analyses of extant data from four different schools in the United States; these analyses examined whether standardized test results may be confounded by the lack of language proficiency of ELLs. The study involved several types of analyses to determine the extent to which standardized tests by LEPs may be confounded by language related issues; each analysis resulted in the same conclusions, and revealed major differences between ELL and non-ELL responses on standardized tests. A disparity index was created to measure the performance gap between ELLs and non-ELLs on varying levels of language demand; the findings showed that the more linguistically complex the test, the greater the disparity between non-LEP students' and LEP students' results. Other analyses, including multiple regression analysis, multivariate analysis of variance, and canonical correlation revealed that structural models for ELLs results demonstrated a lower statistical fit among test items. Overall, the findings suggest that high-language-load test items in assessments of content (e.g., mathematics and science) may act as a source of measurement error for ELLs.

Keywords: Assessment, standardized tests, language demands, linguistics, language and testing

5. **Aguirre-Munoz, Z., Parks, J. E., Benner, A., Amabisca, A., & Boscardin, C. K. (2006). Consequences and validity of performance assessment for English language learners: Conceptualizing and developing teachers' expertise in academic language. (CSE Report 700.) Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing (CRESST).**

Aguirre- Munoz et al. report on a study that investigated different "opportunities to learn" (OTL) models at an urban middle school in California to determine the extent and type of student exposure to OTL variables in their classrooms and the impact of academic language and other OTL indicators on ELLs' and non-ELLs' performance on Language Arts Performance Assignments (LAPAs). Focusing on the processes and content of opportunities available to ELLs that lead to academic success or failure, the authors examined disparities in ELL opportunities to learn and found that teachers varied significantly in the amount of feedback they provided to students, as well as in the variety of instructional strategies they used specifically to target ELLs. The authors aimed to build teachers' understanding of the key components of academic language to help them improve their instructional decision making. They also provided teachers with tools for providing ELLs with direct instruction on academic language and thereby support their English language development. The findings suggest that the functional linguistic approach to language development best met their goals. In addition, adequate teacher capacity and explicit instruction on academic language are crucial to student success.

Keywords: Assessment, teacher capacity, disparities, ELLs, opportunities to learn, urban schools, language development

6. **Ajayi, L. (2009). English as a second language learners' exploration of multimodal texts in a junior high school.** *Journal of Adolescent & Adult Literacy, 52*(7), pp. 585–595

This report is based on a study that explored how, in a classroom setting that attempted to make connections with the students' out-of-the-classroom literacy practices, adolescent learners were encouraged to use multimodal resources to interpret a cellular phone advertisement and construct their understanding of it. The main objective of this study was to explore the principles that ESL students in a junior high school employed to interpret advertisement images and how they used visual representations to convey their understanding. The study was guided by four research questions, which the author addressed first by reviewing relevant literature. The questions were the following: (1) How does the use of signs mediate message representation? (2) How is the choice of a specific sign for representation shaped by the identity of the sign maker? (3) How does the integration of verbal texts and visual images change the shape of knowledge and learning practices in the classroom? (4) What kinds of literacy practices

and learning strategies do students learning English as a second language (ESL) acquire through the use of multimodal texts? Findings reveal that the students situated meanings of the advertisement texts in specific contexts that reflected their own social and cultural experiences.

Keywords: *Instruction, adolescent literacy, literacy practices, classroom practices, context based learning, social, cultural*

7. **Artiles, A. J., & Ortiz, A. A. (2002). English language learners with special education needs. McHenry, IL: Center for Applied Linguistics and Delta Systems Co.**

This report provides an overview of topics, trends, and techniques in language teaching for ELLs, with a focus on special education. Each chapter focuses on different areas, including special education needs, prevention of school failure, assessment, and parent-professional collaborations. Overrepresentation of ELLs in special education has been linked to the size of the ELL population in school districts, and available education services are frequently insufficient for meeting these students' needs. This overrepresentation may be due to a lack of understanding on the part of schools regarding the impact of linguistic, cultural, and socioeconomic differences on the learning process. Determining whether inappropriate classification is due to a student's actual disability or the inability of an instrument to distinguish between bilingualism and disability can also be difficult. A lack of adequate guidance to teachers with regard to referrals, and poor interpretation of assessments results also contribute to the overrepresentation of ELLs in special education. The report describes best practices for strategies and techniques for teachers and administrators and includes a summary of key points, as well as general guidelines and recommendations.

Keywords: *Special education, language teaching, assessment, parents, collaborations, classification, bilingual, disability*

8. **August, D. (2003). Supporting the development of English literacy in English language learners: Key issues and promising practices: Johns Hopkins University report No. 61. Baltimore: CRESPAR. Retrieved May 7, 2010, from: http://www.csos.jhu.edu/CRESPAR/techReports/Report61.pdf**

This report summarizes research on the role of English oral proficiency in acquiring English literacy. The author focuses on issues ELLs encounter as they develop English oral proficiency, and reports best practices for supporting English language development in the context of literacy instruction. The report emphasizes that many ELLs are not learning disabled as is often perceived; rather they require more time to become English proficient. The author also provides a review of research studies conducted with children who are learning English as a second language in situations where English is the language spoken by the society. The report examines family literacy programs and special education programs as well as related literacy acquisition issues, including assessments and benchmarks, accommodating multiple levels of English proficient students in literacy instruction, and integrating subject matter into literacy instruction. The report also offers recommendations for additional research on the development of literacy for ELLs with a focus on technology and comprehension.

Keywords: *English literacy, learning disabled, literacy instruction, special education, oral proficiency, family literacy*

9. **Bailey, A. L., Huang, B. H., Shin, H. W., Farnsworth, T., & Butler, F. A. (2007). Developing academic English language proficiency prototypes for 5th grade reading: Psychometric and linguistic profiles of tasks. (CSE Report 720.) Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing (CRESST).**

This report describes the final stage of an iterative test development process that involved a framework for defining academic English language proficiency (AELP). The authors conducted a series of studies to create tasks for the AELP, and focused on individual language features to determine whether a student has sufficient antecedent knowledge of English language features to be able to comprehend the content of a text. Their construct was based on a synthesis of evidence from linguistic analyses of ELD and content standards, textbooks (mathematics, science, and social studies), and teacher talk in classrooms. The tasks involved in the development process isolated specific language

features (e.g., vocabulary, grammar, and language functions) occurring in different content areas (e.g., mathematics, science, and social studies texts). According to the authors, taken together these features are necessary for reading comprehension in the content areas, although students will need to control all of these features in order to comprehend information presented in their textbooks. By focusing on the individual language features, rather than the subject matter or overall meaning of a text, the AELP tasks are designed to help determine whether a student has sufficient antecedent knowledge of English language features to be able to comprehend the content of a text.

Keywords: Language proficiency, linguistic analysis, test development, vocabulary, grammar, language functions

10. **Batalova, J., Fix M., & Murray, J. (2007). Measures of change: The demography and literacy of adolescent English learners—A report to Carnegie Corporation of New York. Washington, DC: Migration Policy Institute.**

This report describes an investigation of the social, economic, and linguistic backgrounds of immigrant students, including ELLs, to determine their level of achievement, literacy needs, and prospects for employment and higher education. The authors profiled the demographics of LEP students using data from several sources, including the U.S. Department of Education and the National Clearinghouse for English Language Acquisition (NCELA), and compared student characteristics across states. They also explored literacy achievements of limited English proficiency (LEP) eighth graders by using 2005 NAEP results in reading and math. The report describes state identification, testing, and accommodation policies for LEP students in the four study states, exploring the variation in state policies and reasons for the range of LEP results on the NAEP and state achievement tests.

Keywords: Immigrants, English language skills, workforce requisites, literacy, language acquisition

11. **Bratsberg, B. & Ragan J., Jr. (2002). The Impact of Host-Country Schooling on Earnings: A Study of Male Immigrants in the United States Source.** *The Journal of Human Resources, 37*(1), pp. 63-105. **University of Wisconsin Press. Retrieved on March 31, 2010, from: http://www.jstor.org/stable/3069604**

This report highlights the relationship between school and wage earning of immigrants in the United States who acquire U.S. schooling and other immigrants. Using U.S. census data and the National Longitudinal Survey of Youth, the authors showed that there is a wage advantage that resulted from both greater educational attainment and higher returns to educational investment. The higher returns were not the consequence of ability bias or greater English proficiency of those who acquire U.S. schooling. These findings are consistent with the view that U.S. schooling upgrades education received in the native country. For those without U.S. schooling, returns were higher for immigrants from highly developed countries and countries for which English was an official language.

Keywords: Educational attainment and wage earning, immigrants, youth, wage earning potential, English

12. **Center for Applied Linguistics. (2003). Adult English language instruction in the 21st century: Issues in preparing adult English language learners for success series. Washington, DC: Author.**

This 40-page booklet provides an overview of the field of adult ESL within the context of the broader U.S. educational system, and describes trends and issues in various topical areas pertinent to the adult ESL field, including program design and instructional practices, assessment, teacher training and professional development, integration of research and practice, and technology. The book provides a historical view of adult education and summarizes its history through a general highlight of elementary, secondary, and post-secondary education in the United States, prior to introducing the concepts and trends about adult ELLs and practice. Conclusions focus on a 10-year population trend of rapid growth of the adult ELL population in the United States, and highlight the challenges such growth may pose in improving the adult education system.

Keywords: Adult Education, English language learning, assessment, instruction

13. **Clewell, B., & Consetino de Cohen, C. (2007). Putting English language learners on the educational map. Washington, DC: Urban Institute.**

This policy brief offers a demographic profile of limited English proficient (LEP) children with a focus on pre-kindergarten through fifth grade, and on elementary schools with high enrollment of LEP students compared to schools that have low or no LEP enrollment. The brief addresses the question of whether the No Child Left Behind Act (NCLB) has improved the quality of education for students who are ELLs as well as school accountability regarding these students' performance. The authors discuss the implications of the brief's findings, which indicate that the net impact of NCLB has been positive for ELLs. They also provide recommendations for improving education of ELLs under NCLB.

Keywords: ELLs, limited English proficient enrollment, elementary school, NCLB school accountability

14. **Cohen, Y. & Zach, T., (1997). The educational attainment of immigrants: Changes over time. *The Quarterly Review of Economics and Finance*, *37* (Special Issue), 229-243. University of Chicago.**

This report provides a historical overview of educational attainment among immigrant from different regions. The report is based on data pooled across four Current Populations Surveys from 1979 to 1988 to analyze the differences in the level and inequality of schooling across immigrant cohorts that differ by period of arrival and region of origin. Analysis of the data revealed that a decline in schooling attainment of immigrants observed in the 1970s was reversed in the 1980s, as the schooling level of the most recent cohorts increased. Also, an increase in the 1980s was found among immigrants as a group and among European/Canadians and Asian immigrants but not among Mexican and other Latin American immigrants. The inequality of schooling was greater among immigrants arriving in the previous 20 years (1977-1997) compared to earlier post-war cohorts, in part, because of the increasing share among immigrants of the highly educated Asians and less educated Mexican immigrants. Moreover, the inequality of schooling among the foreign born within region of origins and period of immigration also exceeded that of native born.

Keywords: Educational attainment, immigrants, schooling inequality

15. **Condelli, L., & Wrigley, H. (August 2005). Instruction, language, and literacy: What works study for adult ESL literacy students. In van d Craats et al. (Eds.), Low-Educated Adult Second Language and Literacy Acquisition: Proceedings of the Inaugural Symposium – Tilburg 05. The Netherlands: Netherlands Graduate School of Linguistics.**

This report discusses the many challenges facing adult English as Second Language (ESL) literacy students who lack literacy skills in their native language as well as English communication skills. These students must develop basic skills such as decoding, comprehending, and writing in order to learn English. The "What Works" Study (Condelli & Wrigley, 2005) for adult ESL literacy students identifies methods that would allow adult ESL teachers to provide more effective instruction for adult ESL literacy students. The study also includes an analysis of attendance patterns of adult ESL literacy students, and provides descriptive information about the students, their classes, their teachers, and the instruction they receive. The study was sponsored by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) and the Planning and Evaluation Service.

Keywords: Adult ESL, literacy skills, second language, challenges. instruction, decoding, comprehension, writing

16. **Cook, G. (2006). Aligning assessment to guide the learning of all students: Aligning English language proficiency tests to English language learning standards. Washington, DC: Council of Chief State School Officers.**

This document is a six-report guide developed through collaboration with several agencies that focuses on understanding and using assessment alignment systems in K-12 education. Building on prior work done by the Council of Chief State School Officers (CCSSO) on alignment, the collaborative used the alignment model developed

by Norman Webb in 1997, which is defined as "the degree to which expectations and assessments are in agreement and serve in conjunction with one another to guide the system toward students learning what they are expected to know and do" (Webb, 1997, p. 4). The collaborative sought to automate the alignment process and extend its use by incorporating modifications into the process to make it valid for assessing special populations of students (including ELLs) and expand the procedures used so they would be applicable to assessments at all grade levels. The collaborative focused on three major goals: (1) produce an electronic, CD-based and web-based alignment analysis process that could be used by state and district staff to enter coding data, automatically producing data analysis and report creation; (2) adapt the existing alignment analysis process by refining and modifying decision rules and other procedures to make the process more applicable to the full range of expectations and assessments of all students with disabilities; (3) expand the alignment procedures to be applicable for every-grade assessments and vertical scaling, and investigate how alignment can improve assessments for ELLs. The six reports in this publication combine to create a useful single reference work for practitioners and researchers seeking information on how to align assessment to guide learning.

Keywords: Assessment automation, assessment alignment, modifications, disabilities, ELLs

17. **Cronen, S., Silver-Pacuilla, H., Condelli, L. (2005). Conducting large-scale research in adult ESL: Challenges and approaches for the explicit literacy impact study. Washington, DC: American Institutes for Research.**

This paper presents the research base that underlies the Adult ESL Explicit Literacy Impact Study, a large-scale randomized, controlled study designed to test the impact of a curriculum-based explicit literacy intervention for low-literacy adult ESL learners.[1] The report describes the research questions that guided the study and provides background information about the study's design, including the research gaps and needs in the field of adult ESL that inspired the study's design. This effort built on a comprehensive review of all research studies on the effects of ABE and adult ESL instruction (Condelli & Wrigley, 2004) that identified limitations in the adult ESL research base, and highlighted methodological flaws in previous adult ESL research. The document can be a useful guide about the study's design, and provides readers with important background research on adult ESL reading and writing as well as some prevailing issues in the field.

Keywords: Explicit literacy, reading, ESL, adults, writing, research design

18. **Cummins, J. (1981). Empirical and theoretical underpinnings of bilingual education. *Journal of Education, 163*(1), p16, 14p**

In this paper, Cummins argues that Cognitive/Academic Language Proficiency (CALP) is distinct from Basic Interpersonal Communicative Skills (BICS) with regard to first and second language skill acquisition. This observation implies that first and second language CALP are co-dependent. According to Cummins, there are misconceptions regarding the negative effects of using a child's first language at home and in school. Research findings from other studies support the notion that maintaining and developing a child's first language may improve the development of the child's second language.

Keywords: CALP, BICS, language acquisition, language and cognition

19. **Echevarria, J., Short, D., & Powers, K. (2006a). School reform and standards-based education: A model for English-language learners. Washington, DC: Center for Applied Linguistics.**

The authors examined a model of instruction for ELLs who were learning academic English while they tried to meet content standards required by the nation's education reform movement. In previous work (Echevarria, Vogt, & Short,

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[1] Note that the study was later refocused to "The Evaluation of Literacy Instruction for Adult ESL Students", which tested the effectiveness of literacy instruction in improving the reading and speaking skills of literacy level adult English as a second language (ESL) learners.

2000), the authors developed and validated a model of instruction (Sheltered Instruction Observation Protocol; SIOP model) for ELLs. In this study, the authors tested the model for its effects on student achievement. Findings revealed that students whose teachers implemented the SIOP model performed slightly better than did a comparison group on an expository essay writing task, which closely approximated academic assignments that ELLs must perform in standards-based classrooms.

> **_Keywords_**: _Instructional models, content standard, sheltered instruction observation protocol (SIOP), student achievement_

20. **Echevarria, J., Short, D., & Powers, K. (2006b). Teaching practice and the reading growth of first-grade English learners. _The Elementary School Journal, 107_(2). The University of Chicago.**

This study examined the validation of a classroom observation measure with English Learners (ELs) in grade 1. Fourteen teachers were observed during reading and language arts instruction with an instrument used to generate ratings of instructional quality on a number of dimensions. In these classrooms the researchers assessed the reading performance of all ELs, as well as a sample of native English speakers, at the beginning and end of the school year. Finding showed that observers were able to rate instructional practice in a way that predicted classroom reading growth. There was a strong correlation between ratings of instructional practice and student reading growth.

> **_Keywords_**: _Research, first grade, ELLs, reading growth, instructional quality, instructional practices_

21. **Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for the use of accommodations in large-scale assessments. (Book 3 in the series Practical Guidelines for the Education of English Language Learners). Houston, TX: Center on Instruction, Texas Institute for Measurement, Evaluation and Statistics.**

This document is a response to questions from the field about effective practices and programs to support the academic achievement of K-12 ELLs. Focusing on research-based recommendations on the use of accommodations to increase the valid participation of ELLs in large-scale assessments, the document addresses questions about classroom instruction and targeted interventions in reading and math, the special needs of adolescent newcomers, and the inclusion of ELLs in large-scale assessments – recognizing that ELLs present a unique set of challenges to educators because of the central role played by academic language proficiency in the acquisition and assessment of content-area knowledge. The authors consulted several bodies of research to support the development of this report, and to provide a context for the recommendations they provide. With the increased awareness raised by NCLB regarding accountability for teaching English and content knowledge to this special and heterogeneous group of learners, the recommendations in this document might benefit teachers, principals and districts regarding accommodations for ELLs.

> **_Keywords_**: _Accommodations, assessments, K-12 ELLs, effective practices, academic achievement, newcomers, inclusion_

22. **Frey, B., & Webreck-Alman, S. (2003). Applying adult learning to the online classroom. _New Horizons in Adult Education, 12_(1), 4-21.**

This report is based on a University of Pittsburgh study that utilized adult learning theories to investigate adult learners' satisfaction with a new online master's degree in library and information science program. Data were generated through five focus group interviews with 35 graduate students, and analyzed based on the theories of four adult education theorists, Malcolm Knowles (1980), Patricia Cross (1981), Howard McClusky (1963), and Jack Mezirow (1990), who provide valuable information about how adults learn and some differences between how adults and children learn. Data were categorized into five major themes: (a) general program issues, (b) course issues, (c) communication/interaction issues, (d) on-campus orientation issues, and (e) technology issues. The authors provided recommendations for course development for adults, which were informed by prevailing adult learning theories: (1) state clear expectations, (2) incorporate multiple forms of feedback into course, (3) provide regular communication to individual learners and the group, (4) provide learner flexibility and control, (5) incorporate motivational strategies to encourage students, (6) offer a variety of forms of learner support, (7)

maintain the focus of content within units, (8) provide consistency among courses, (9) consider limitations of adults, and (10) respect learner roles and life experiences.

Keywords: *Adult Education, research, adult learning theory, online learning, technology in education, learner satisfaction*

23. **Fry, R. (2003). Hispanic youth dropping out of U.S. schools: Measuring the challenge. Washington, DC. Retrieved May 7, 2010, from: http://pewhispanic.org/files/reports/19.pdf**

This is a report on an analysis of the dropout behavior of foreign-born teens based on a nationally representative sample of foreign-born teens from the 2000 U.S. Census. Findings show that foreign-born youths are significant contributors to the nation's teen school dropout population. While only 8 percent of the nation's teens are foreign born, nearly 25 percent of teens who drop out from school were born outside the United States, according to a Pew Hispanic Center analysis of data from the 2000 U.S. Census. Recently arrived foreign-born teens who have struggled with education difficulties before migration are a small share of foreign-born teens, but represent a large percentage of foreign-born high school dropouts. Additionally, the author notes that regardless of their country of origin and prior schooling, foreign-born teens seem to show a similar trend in drop-out rates.

Keywords: *Research, Hispanic youth, drop out, teens, schooling trends, foreign born, immigration, prior schooling*

24. **Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective literacy and English language instruction for English learners in the elementary grades: A practice guide (NCEE 2007-4011). Retrieved May 7, 2010, from: http://ies.ed.gov/ncee/wwc/publications/practiceguides**

This practice guide from the Institutes of Education Sciences (IES) is designed to "formulate specific and coherent evidence-based recommendations for use by educators addressing a multifaceted challenge that lacks developed or evaluated packaged approaches." The guide's development is based on the professional knowledge of nationally recognized experts in education and English language education who draw on evidence about the effectiveness of specific programs and practices regarding effective literacy English language instruction for English learners in the elementary grades. The guide provides an overview on effective instruction for English learners, including a practice guide, and a checklist for carrying out their recommendations with technical information on the studies that informed their recommendations. The recommendations include: (a) screening for reading problems and monitoring progress; (b) providing intensive small-group reading interventions; (c) providing extensive and varied vocabulary instruction; (d) developing academic English; and (e) scheduling regular peer‑assisted learning opportunities.

Keywords: *Literacy, ELLs, elementary education, peer assisted learning, instruction*

25. **Greenberg, E., Macías, R. F., Rhodes, D., & Chan, T. (2001). English literacy and language minorities in the United States (Statistical Analysis Report No. NCES 2001464). Retrieved May 7, 2010, from: http://nces.ed.gov/pubs2001/2001464_1.pdf**

This article presents the findings of analyses of the 1992 National Adult Literacy Survey (NALS) results. This report provides a comprehensive examination of foreign- or native-born adult residents of the United States who spoke a language other than English as young children. The report discusses the English proficiency and literacy levels of this population, including their fluency and literacy in their native non-English languages, and their employment rates and income. Interviewers collected extensive data on the respondents' language background, demographic characteristics, educational background, reading practices, and workforce participation. Conclusions show that when compared with non-native speakers with formal schooling, non-native English speakers with low levels of formal education face the greatest challenges in the labor market.

Keywords: *Research, minorities, English literacy, employment, income, language fluency*

26. **Grissom, J. B. (2004). Reclassification of English learners.** *Education Policy Analysis Archives, 12*(36). **Retrieved May 7, 2010, from: http://epaa.asu.edu/epaa/v12n36/**

The author of this article examines statewide data from three different cohorts tracked across four years in California to determine the effects that Proposition 227 has had on ELLs' reclassification rates or test scores, as well as the claims of the legislator who introduced the proposition. He describes the issues related to this legislation, including the arguments of critics and supporters of the proposition. Critics of Proposition 227 have argued that the annual reclassification rate has changed little since the passage of Proposition 227, indicating the new legislation has had no effect on reclassification rates. Unfortunately, the annual reclassification rate does not provide a clear indicator of how long it takes students to be reclassified after entering the school system. To better estimate reclassification rates for ELLs in California, cohorts were created to track the same groups of students over time. Ron Unz, the driving force behind the legislation, also claimed that test scores for immigrant students improved dramatically after the passage of Proposition 227. To evaluate his claim, average test scores were calculated by language fluency. The author reports that findings show that Proposition 227 has had no effect on reclassification rates or test scores.

***Keywords**: Research, reclassification of ELLs, legislation, proposition 227, test scores*

27. **Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? University of California Linguistic Minority Research Institute policy report. Retrieved February 13, 2007, from: http://lmri.ucsb.edu/publications/00_hakuta.pdf**

This report addresses the question of how long students require specialized language services before they become proficient in oral and academic English. It draws on data collected from two school districts in the San Francisco Bay Area, as well as summary data from reports by researchers in Canada. The data were used to examine various types of English proficiency as a function of length of exposure to English. The authors concluded that while oral proficiency takes 3 to 5 years to develop, academic English proficiency can take 4 to 7 years. The results also indicate that there is a persistent and increasing gap between ELLs and native English speakers. Consequently, the gap reinforces the challenges facing ELLs, who are required to achieve proficiency in oral and academic English while staying on par with native English speakers who continue to develop their language skills. The authors offer invaluable insights and recommend a balanced curriculum that addresses the full range of academic needs of the students, including English instruction.

***Keywords**: Language proficiency, language skills, English, language related challenges, academic needs, oral proficiency*

28. **Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C., Wills, H., Longstaff, J., Culpepper, M., &Walton, C. (2007). Use of evidence-based, small-group reading instruction for English language learners in elementary grades: Secondary-tier intervention. *Learning Disability Quarterly, 30*(3), pp. 153-168.**

This is an experimental/comparison study of 318 first- and second-grade students (170 ELL and 148 English-only) from six elementary schools. The focus was on secondary-level, small-group instruction in schools that served high numbers of ELL students with varying school SES in urban and suburban communities. Experimental schools implemented a three-tier model of intervention. In addition to primary-tier reading instruction, the secondary-tier, small-group experimental interventions included use of (a) evidence-based direct instruction reading curricula that explicitly targeted skills such as phonological/phonemic awareness, letter-sound recognition, alphabetic decoding, fluency building, and comprehension skills; and (b) small groups of three to six students. Students at comparison schools were not exposed to a three-tier reading program but received (a) an English as a Second Language (ESL) intervention using balanced literacy instruction with a focus on word study, group and individual story reading, and writing activities; and (b) small groups of 6 to 15 students. The ESL/balanced literacy intervention was generally in addition to primary reading instruction. Results indicated generally higher gains for ELL students enrolled in direct instruction interventions.

***Keywords**: Reading instruction, sound letter recognition, alphabetics, Fluency, word study, literacy instruction*

29. **Kieffer, M., Lesaux, N., Rivera, M., & Francis, D. (2009). Accommodations for English language learners taking**

large-scale assessments: A meta-analysis on effectiveness and validity. *Review of Educational Research, 79*(3), 1168-1201. Retrieved December 3, 2009, from ProQuest Education Journals. (Document ID: 1872869281)

This article reports on the results of a meta-analysis, and discusses whether providing accommodations for ELLs during assessments will impact the validity of their scores. The increased focus on standards in education has prompted a debate regarding test-based accountability systems to improve academic achievement for all students. This study aimed to determine whether test accommodations for ELLs taking large-scale assessments are effective and valid by examining the impact of accommodations on the performance of ELL and native English speakers. Obtaining valid results from large-scale assessments is a critical issue given that sanctions may be imposed on schools that cannot demonstrate improved student achievement. The meta-analysis revealed that none of the seven accommodations examined threatened the validity of inference, and the authors reported that only one accommodation had a statistically significant effect on performance for ELLs. This effect represented only a small decrease in the achievement gap between ELLs and native English speakers.

Keywords: *Assessment, language learning, accountability, academic achievement, accommodations, performance*

30. **Kopriva, R. J. (2000). Ensuring accuracy in testing for English language learners. Washington, DC: Council of Chief State School Officers.**

This 10-chapter guide addresses the problems with large-scale assessment and their effects on LEP students. With an aim to help improve these assessments to ensure equitability in measuring the achievement of LEP students, the guide provides several chapters that focus on the following areas: issues of alignment, inclusion, and participation; alignment of performance standards to content standards; test specifications and the accessibility framework for LEP students; accessibility on writing terms; writing accessible rubrics; promising administrative and response accommodations; expanded bias reviews; scoring constructed response items; demonstrating the technical merit of assessments; and accessibility considerations when reporting and using test results. According to the author, large-scale tests are designed for mainstream use and the contexts of these tests preclude LEP students from being able to demonstrate their knowledge. The appendices in this document offer a discussion of issues related to accessibility and highlight key research on assessment of LEP students.

Keywords: *Testing, ELLs, assessment, equitability, achievement, standards, alignment, accommodation, accessibility*

31. **Kruidenier, J. (2002). Research-based principles for adult basic education reading instruction. Washington, DC: National Institute for Literacy.**

This report is based on the work of The Reading Research Working Group (RRWG), a panel of experts on reading research and practice convened by the National Institute for Literacy (NIFL) and the National Center for the Study of Adult Learning and Literacy (NCSALL) to identify and evaluate existing research in adult literacy reading instruction and provide a summary of scientifically based principles and practices. The principles in this report represent some of the best information available on how adults learn to read, and the findings are intended to guide educators and policy makers who make decisions about the content of adult basic education (ABE) reading instruction. Four key components of reading are identified and defined: vocabulary, alphabetics and word analysis, fluency, and comprehension. Suggestions are provided for teaching reading to adult learners in adult basic education programs.

Keywords: *Reading instruction, literacy, adults, vocabulary, alphabetics, word analysis, fluency, comprehension*

32. **Linquanti, R. (2001). The redesignation dilemma: challenges and choices in fostering meaningful accountability for English learners. University of California Linguistic Minority Research Institute. Policy reports. Retrieved May 7, 2010 from: http://repositories.cdlib.org/lmri/pr/linquanti**

This policy report focuses on the issues regarding the reclassification of students from limited to Fluent English Proficient (FEP). The reclassification of students has important implications for instructional services, performance

expectations, and assessment. Additionally, poorly reclassifying ELLs can exacerbate educational inequity, lack of accountability, and student failure. This report reviews methods of classifying ELLs, and identifies three problems with the current system. First, the policymakers and educators who are responsible for classifying ELLs are not sufficiently trained in reclassifying students as FEP. Second, the reclassification policies and procedures implemented in schools are frequently inadequate. Finally, the current methods used to calculate reclassification rates do not accurately reflect student progress or program effectiveness. The report recommends strategies for improving reclassifications, which include collecting better data and reviewing policies and procedures more carefully to monitor the progress of ELLs.

Keywords: Reclassification, assessment, educational inequity, accountability, policymakers' policies

33. **Marinova-Todd, D., Marshall, B., & Snow, C. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly, (34)*1, pp. 9-34.**

The degree to which age determines success in learning a second or foreign language has long been a subject for debate. It is commonly believed that children acquire new languages more effortlessly than adults. In this paper, the authors present and discuss findings from studies relating age to language acquisition, which imply that age differences may indicate differences in learning circumstances rather than in the capacity to acquire a new language. The authors conclude that adults have the capacity to become highly proficient in the acquisition of a second language and that there is a need for a better understanding of second language acquisition, as well as improved approaches for teaching a second language.

Keywords: Adults, language acquisition, age and language, misconceptions, teaching approaches

34. **McLaughlin, B. (1992). Myths and misconceptions about second language learning: What every teacher needs to unlearn. Center for Research on Education, Diversity & Excellence (NCRCDSLL). Educational Practice Reports.**

As the population of ELLs increases in the United States, teachers face the challenge of having to instruct more children with limited English skills. Consequently, teachers need to have a more in-depth understanding of second language acquisition, because a child's academic progress may be at risk if teachers have unrealistic expectations of the process of second language learning and its relationship to the acquisition of other academic skills and knowledge. This digest provides an overview and discussion of commonly held myths and misconceptions about children and second language learning. Educators often "mainstream" children who are capable of conversational English into an all-English classroom too quickly. Proficiency in oral communication skills does not mean that a child has the complex academic language skills needed for classroom activities. However, teachers often assume that children who converse relatively fluently in English are in full command of the language. Teachers need to realize that mainstreaming a child based on an oral language assessment is not appropriate and may hinder future academic progress. In particular, children may have language problems in reading and writing that are not obvious given their oral capabilities, and which stem from gaps in vocabulary and syntactic knowledge. These issues may persist at the middle and high school level if only a student's oral abilities are used to determine English proficiency.

Keywords: Second language learning, academic progress, assessment, proficiency conversational English

35. **Mechelli, A., Crinion, J. T., Noppeney, U., O'Doherty, J., Ashburner, J., Frackowiak, R. S., & Price, C. J. (2004). Neurolinguistics: Structural plasticity in the bilingual brain. *Nature, 431*(7010). 757. ISSN 00280836.**

This study provides evidence that learning a second language increases the density of gray matter in the left inferior parietal cortex of the brain. The authors conclude that the degree of structural reorganization in this region is influenced by the degree of proficiency attained, as well as the learner's age at acquisition. Consequently, the relationship between gray-matter density and performance may represent a general principle of brain organization.

Keywords: Research, brain studies, language and cognition, neurolinguitics, acquisition age

36. **National Council of Teachers of English. (2008). English Language Learners: A Policy Brief. Washington, DC: Author.**

This policy brief offers a comprehensive overview of issues related to the ELL population in the United States. Statistics and key terms are included to provide an in-depth look at the demographic trends and academic achievement of ELLs. The authors discuss the recent history of the legal and legislative decisions that have shaped English language education. The brief also addresses common myths regarding barriers facing ELLs, second language acquisition, and meeting the educational needs of the ELL population. The brief concludes with research-based recommendations for effective ELL instruction for teachers, schools, and policymakers.

Keywords: ELLs, policy, legal decisions, legislative decisions, myths, second language acquisition

37. **O'Day, J. (2009). Good instruction is good for everyone—or is it? English language learners in a balanced literacy approach. *Journal of Education for Students Placed at Risk, 14*(1), 97-119.**

This is a report from a recent study on the implementation and effects of a balanced literacy approach in San Diego City Schools, which showed that that while all students may benefit from aspects of good instruction, ELLs require additional supports in order to fully benefit from instruction. According to the author, instruction for ELLs must include the use of their native language, the use of differentiation to adjust literacy instruction for ELLs, and an emphasis on English language development. Specifically, ELLs need more explicit language instruction, and teachers must have enough knowledge of second language acquisition to anticipate potential barriers to ELLs' reading comprehension. Researchers found evidence of an overall decrease in the emphasis on biliteracy education, and noted that emphasizing approaches designed for ELLs, such as differentiation, are not effective unless a teacher has a background in second language acquisition, and understands how to tailor texts for improved literacy instruction.

Keywords: Research, instruction, literacy, biliteracy, reading, language acquisition, language development, differentiation

38. **Ragan, A., & Lesaux, N. (2006). Federal, state, and district level English language learner program entry and exit requirements: Effects on the education of language minority learners. *Education Policy Analysis Archives, 14*(20). Retrieved May 7, 2010, from: http://epaa.asu.edu/epaa/v14n20/**

This study examines federal laws and guidance, as well as published entry and exit criteria for ELL programs, for the 10 states and 10 districts in the U.S. with the largest enrollment of ELLs. The authors believe that the identification of a language minority learner for placement in a program for ELLs, and the length of the support program, may have a significant effect on the student's academic achievement. Widespread anecdotal evidence suggests that criteria used to make placement decisions vary widely across the U.S. For the majority of placement decisions, a measure of English language proficiency is used. Findings show that very few states and districts rely on multiple sources of information for these decisions. The authors discuss the consequences of these findings in light of the language and content demands of the mainstream classroom.

Keywords: Policies, language minorities, entry & exit criteria, enrollment, language demands, content, mainstream

39. **Rance-Roney, J. (2009). Best practices for adolescent ELLs. *Educational Leadership, 66*(7), 32. Retrieved August 6, 2009, from ProQuest Education Journals. (Document ID: 1673430111).**

In this article, the author discusses proven practices for diverse students and argues that ELLs need access to a school's full resources, including school-wide cross-disciplinary teams composed of an ELL specialist, content area teachers who teach ELLs, counselors specializing in the needs of ELLs, and key administrators and other staff. According to the author, curriculum should address the needs of ELLs and should focus on language development in terms of English competencies as well as language for social integration and academic achievement. The author proposes using Global Community Classrooms as an alternative to a newcomer school or program, depending on the number of recent immigrants and community support. This model is designed to have the benefits of a newcomer

program while mitigating the potential for linguistic isolation, and uses elements of the sheltered instruction approach. The goal is to encourage teachers and students to view ELLs as resources rather than liabilities.

Keywords: *Adolescent ELLs, global community classroom, immigrants, curriculum, sheltered instruction*

40. **Rivera, C., Acosta, B., & Willner, L. (2008) Guide for refining state assessment policies for accommodating English language learners. Washington, DC: The George Washington University, Center for Equity and Excellence in Education.**

This guide is designed to support state education agencies in identifying and building policies to address the issues that distinguish the accommodations for ELLs from those for students with disabilities. The aim is to help states to refine assessment policies so that they are more responsible to the linguistic needs of ELLs. An overview of research on accommodations, including highlights of studies on accommodations for ELLs, is provided. This is followed by a discussion of the relevant findings from the Descriptive and Best Practices studies, which form the foundation for the organization and content of the guide. The guide was produced in response to the lack of current knowledge about effective accommodations for ELLs.

Keywords: *Accommodations, assessment, ELLs, states, best practices, disabilities, policies*

41. **Short, D., & Boyson, B. (2003a). Establishing an effective newcomer program. Center for Applied Linguistics. Retrieved May 7, 2010, from: http://www.cal.org/resources/Digest/digest_pdfs/0312short.pdf**

Newcomer students are recent immigrants who demonstrate low levels of English proficiency and who may have had limited formal education in their native countries. These students have needs that traditional English as a second language (ESL) and bilingual programs are usually not designed to address. Newcomer programs have been established to bridge the gap between newcomers' needs and regular language support programs. The objective of these programs is to develop students' English language skills, help them acculturate to U.S. schools, and make them aware of educational expectations and opportunities. Newcomer programs are a fairly recent phenomenon and are growing across the United States. This digest offers guidance on developing a newcomer program. It lists common features of newcomer programs and describes the steps a district might take when considering a newcomer program option.

Keywords: *Newcomer, ELLs, bilingual, program development*

42. **Short, D., & Boyson, B. (2003b). Secondary school newcomer programs in the United States. Center for Research on Education, Diversity & Excellence. Research Report No. 12.**

The purpose of this four-year research study was to identify and document programs designed for new immigrant students in middle schools and high schools (grades 6–12) across the United States and to examine the ways that these programs promoted the students' transition into U.S. schools. These programs are designed to target students who were recent immigrants, who have no or low native language literacy, have low English literacy, and may have sporadic educational backgrounds. Newcomer programs that offer an intense focus on language and content skills aim to accelerate the students' preparation for the regular U.S. school curriculum, and encourage a supportive environment that fosters close ties between families and the community. Researchers noted that many of the programs studied were created in isolation in the sense that the districts perceived a need on the part of a particular group of students and developed an intervention to address it, often without having the benefit of input from established programs.

Keywords: *Immigrant, study, English literacy, content skills, preparation, curriculum, environment, community, families*

43. **Short, D., & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners. New York: Carnegie Corporation of New York. Retrieved May 7, 2010, from: http://www.all4ed.org/files/ DoubleWork.pdf**

Recent increases in immigration levels, the enrollment of students who are ELLs, and the demands of a global economy have led to an increased awareness of the need for interventions and programs to increase literacy levels of adolescent ELLs. Historically, educators, policymakers and school reformers have overlooked the needs of the ELL population. This report highlights the need for improved strategies to address the diverse literacy needs of adolescent ELLs. The educational and socioeconomic backgrounds of ELLs vary greatly, and these differences have serious implication for teachers, instructional leaders, administrators and policymakers. The author emphasizes that ELLs are forced to perform double the work of native English speakers because they are developing proficiency in English and academic English at the same time. This paper offers best practices for policy-makers to address challenges in areas that include teaching practices, professional development training, research, and educational policy.

Keywords*: Language acquisition, economy, population, socioeconomic, policymakers challenges*

44. **Snow, C. (1998). Bilingualism and second language acquisition. In Berko, Gleason & Rather, N.B. (1998). Psycholinguistics. New York: Harcourt Brace.**

This article explores the significance of research on children who are native bilinguals in the sense that they are exposed to two languages at birth. The author examines the approaches of five groups of researchers in answering eight key questions regarding second language acquisition, such as whether there is an optimal age for learning a second language, how long the process should take, and what the optimal conditions are to enhance second language acquisition. The author summarizes the conclusions made by the five groups of researchers regarding these eight questions, and concludes that the concept of bilingualism is relative because bilingual children and adults are not likely to be strong in all areas of more than one language at the same time. This work can inform knowledge regarding second language learners and help identify the necessary components of second language acquisition.

Keywords*: Second language acquisition, psycholinguistics, adults, children, bilinguals*

45. **Solorzano, R. (2008). High stakes testing: Issues, implications, and remedies for English language learners. *Review of Educational Research, 78*(2), 260-329.**

This article discusses the issues and implications of high stakes testing of ELLs, and calls for a critical evaluation of the issues related to the high stakes assessments that are tied to accountability efforts such as No Child Left Behind. The author analyzes academic achievement tests relative to their norming samples and validity to determine their usefulness to ELLs. In addition, commonly used language proficiency tests are examined relative to definitions of proficiency, technical quality, alignment with criteria for language classification and reclassification, and their academic predictive validity. Based on a synthesis of literature, the author concludes that high stakes tests as currently constructed are inappropriate for ELLs.

Keywords*: Assessment, testing, No Child Left Behind, ELLs, language classification, accountability*

46. **Spruck-Wrigley, H., Richer, E., Martinson, K., Kubo, H., & Strawn, J. (2003). The language of opportunity: Expanding employment prospects for adults with limited English skills. Center for Law and Social Policy: Washington DC.**

The Language of Opportunity describes the characteristics and economic circumstances of low-income adults with Limited English Proficiency (LEP) as well as the language and job training services available to them. The authors profile several programs that illustrate promising models and practices in providing job skills to limited English proficient adults, and summarize lessons from scientific evaluation research on employment programs for low-skilled adults. They also provide recommendations for policy and practice that would increase opportunities for LEP adults to gain access to higher-paying jobs.

Keywords: *Adult education, job skills, Limited English proficient adults, job training programs, promising practices*

47. **Stansfield, C., & Rivera, C. (2001). Test accommodations for LEP students. College Park, MD: ERIC Clearinghouse on Assessment and Evaluation. (ERIC Document Reproduction Service No. ED458289.)**

This digest gives an overview of LEP student accommodation and inclusion practices on statewide assessments, with special emphasis on an accommodation practice known as linguistic simplification. The document provides an overview of LEP participation rates in state assessment, of appropriate accommodations for LEP students on state assessments, and of research on measuring the effects of linguistic simplification, which shows that when properly carried out, linguistic simplification need not be considered a threat to score comparability between ELLs and non-ELLs. Linguistic simplification requires simplifying or modifying the language (not the content) of a test so that students can better understand what is required. According to the authors, the result of the process of linguistic simplification must be to make the item accessible to ELLs without altering the difficulty of the content. They point out that in cases where the language and content interact, it is not possible to linguistically simplify items without simplifying the content.

Keywords: *Accommodations, LEP, inclusion, assessments, linguistic simplification, modifications*

48. **Szpara, M., & Ahmad, I. (2007). Supporting English-language learners in social studies class: Results from a study of high school teachers. *The Social Studies, 98*(5), 189-195. Retrieved December 1, 2009, from ProQuest Education Journals. (Document ID: 1364880021).**

There is an increasing need for content-area instruction for ELLs in high schools across the United States. This article focuses on the process of developing an effective instructional environment for teaching secondary-level social studies curriculum using the Sheltered English approach for ELLs. The article focuses on a study related to content-area teachers' efforts to increase ELLs' comprehension skills. The authors propose a multi-tiered approach to meeting the needs of ELLs in the mainstream social studies classroom by providing social and cultural supports during the process of acculturation, and the explicit instruction in the academic strategies necessary for successful comprehension of in-depth content. They also emphasize that improving social studies curriculum for ELLs can play a key role in integrating these students into social, political, and economic culture in the United States. This paper provides an overview of best practices for Sheltered English social studies classes in high school.

Keywords: *ELLs, content area instruction, effective instruction, secondary level social studies, high school*

49. **Thomas, W., & Collier., V. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.**

This report documents the findings of an ongoing study on the nature of school effectiveness for language minority students, and explores the academic achievement of ELLs over the long term (4–12 years) and across content areas. The study provides a detailed analysis of programmatic successes in the education of ELLs based on data the researchers collected from five school districts throughout the United States, including an inner-city urban district in the northwest, a large urban district in south central U.S., a mid-sized urban district in the southeast, and two rural districts in the northeast. Student education records, including data on students who remained in longer-term language support programs (i.e., 5–6 years), as well as those in shorter-term programs (i.e., 1–3 years), or who had exited or never entered such programs (i.e., receiving some years of their instruction in mainstream English medium classrooms) were collected and analyzed for achievement trends. The study's goal was to determine the effectiveness of different programs in preparing students for success throughout the duration of their academic experiences. Findings confirm previous findings from early analyses of the same study and showed that it is important to provide a socio-culturally supportive school environment for language minority students that allows natural language, academic, and cognitive development to flourish in the native and second languages.

Keywords: *Language, minority, school effectiveness, academic achievement, content areas, culture, school environment*

50. **U.S. Department of Education. (2008). Biennial report to congress on the implementation of the Title III state formula grant program, school years 2004–06. Washington, DC: Author.**

This biennial report to Congress focuses on the implementation of the Title III state formula grant program, and provides a snapshot of the status of the U.S. Department of Education's efforts to hold states accountable for ensuring that all limited English proficient (LEP) students attain English language proficiency (ELP) and are achieving in the content areas of mathematics and reading or language arts at the same high level set by the states for all students. The report states Title III legislative requisites, and reiterates that "states must develop standards and targets for the acquisition of English and for the demonstration of academic content knowledge by LEP students." This report is the second effort to collect data from states to determine how well Title III goals are being met; analysis of data revealed several key findings, including: (a) the number of K–12 students in the United States who are identified as being LEP has grown by nearly 650,000 in the past three years and is now approximately 4,985,000; (b) close to 85 percent of identified LEP students are participating in Title III-funded programs; (c) LEP students speak more than 400 different languages, including languages from outside the United States (e.g., Asian, European, and African languages) and inside the United States (American Indian languages); (d) Nearly 80 percent of LEP students speak Spanish and another 5 percent speak Asian languages; and (e) the National Assessment of Educational Progress (NAEP) indicates that a national sample of LEP students have improved their performance in the content areas of mathematics and reading or language arts.

Keywords: *Policy, research, LEP, language arts, mathematics, English proficiency, Title III, accountability*

51. **U.S. Department of Education, National Center for Education Statistics. (2004). Language minorities and their educational and labor market indicators—recent trends. NCES 2004–009, by Steven Klein, Rosio Bugarin, Renee Beltranena, and Edith McArthur. Retrieved May 7, 2010 from: http://nces.ed.gov/pubs2004/2004009.pdf**

This report provides an overview of the growth in the number and percentage of youth and young adults in the United States who spoke languages other than English at home between 1979 and 1999. The authors compare language minority youth and young adults with those who speak only English at home using information on the following education indicators: elementary/secondary school enrollment, grade retention, high school completion, postsecondary enrollment, and highest educational level attained. Using three economic indicators (family income, employment status, and type of occupation), comparisons are also drawn between language minority youth and young adults who speak only English. This study resulted in mixed findings for language minorities and revealed that language minority youth and young adults were not on par with their counterparts who spoke only English at home on most education and economic indicators. Nonetheless, no differences were found by English-speaking ability in the percentage that enrolled in postsecondary education among those who finished high school. Of all language minority groups, those speaking Spanish did not perform as well as those speaking other languages.

Keywords: *Labor, language minority, youth, economics, Spanish, educational attainment, English speaking ability*

52. **United States Government Accountability Office. (2006). No Child Left Behind Act: Education assistance could help states better measure progress of students with limited English proficiency. Washington, DC: Author.**

This report is based on a study conducted by the United States Government Accountability Office (GAO) to determine the effects of the NCLB Act on instructional practices for ELLs. Researchers convened a group of experts in five states (California, Nebraska, New York, North Carolina, and Texas), conducted a state survey, and also reviewed state and federal (U.S. Department of Education) documents to determine the extent to which ELLs are meeting annual academic progress goals, what states have done to ensure the validity of their academic assessments, what states are doing to ensure the validity of their English language proficiency assessments, and how the U.S. Department of Education is supporting states' efforts to meet NCLB's assessment requirements for these students. Findings show that (a) students with limited English proficiency performed below progress goals in 2004 in two-thirds of states, but states are working to improve student academic performance; (b) the selected states considered language issues when developing academic assessments, but validity and

reliability concerns remain; (c) most states have implemented new English language proficiency assessments but have faced challenges establishing their validity and reliability; and (d)U.S. Department of Education has provided assistance, but states report a need for additional guidance and flexibility. GAO recommends that the Secretary of Education support research on accommodations, identify and provide technical support states need to ensure the validity of academic assessments, publish additional guidance on requirements for assessing English language proficiency, and explore ways to provide additional flexibility for measuring annual progress for these students.

Keywords: Assessments, NCLB, instruction, AYP, test validity, policy, research, ELLs, English proficiency

53. **Willner, L., Rivera, C., & Acosta, B. (2009). Ensuring accommodations used in content assessments are responsive to English-language learners. *Reading Teacher, 62*(8), 696-698.**

This article provides an overview of the requirements for including and accommodating ELLs in content assessments, and offers an analysis of how accommodations for ELLs work. Research on effective accommodations for ELLs does not address the linguistic needs of ELLs; rather, many states use accommodations allowed for students with disabilities for ELLs. However, these two groups of students have distinct needs, and accommodations that are intended to mitigate the effects of cognitive or physical disabilities are usually inappropriate for ELLs who do not have disabilities. Thus, appropriate and effective accommodations must be designed to address the unique linguistic and socio-cultural needs of the student without impacting the concept being tested. These accommodation strategies may include teaching students the test content, language assistance services, using a team approach to determine a student's need, and making individualized assessment decisions. The authors also discuss five research- and practice-based recommendations to ensure that appropriate accommodations are designated and implemented in ways that support ELLs during assessments.

Keywords: Content assessment, accommodations, ELLs, language assistance, disabilities, state policies

54. **Wrigley, H., Chen, J., White, S., Saroui, J. (2009). Assessing the literacy skills of adult immigrants and adult English language learners. *New Directions for Adult and Continuing Education, 121.*Wiley Periodicals, Inc.: Wilmington, DC.**

This paper provides an overview of issues facing adult ELLs, as well as of the importance of English language proficiency in key social outcomes. These outcomes include involvement in the labor force, income, welfare participation, and programming services targeted at adult ELLs. The authors note that while immigrants typically demonstrate employment rates on par with native-born adults, a greater number of immigrants are reported to be below the poverty threshold. The article also discusses the importance of community-based and national assessments as a way to improve programming and provide an enhanced language and literacy profile for adult ELLs. The authors recommend further investments in educational programs that develop language and literacy skills, and that also encourage community and economic development by targeting the skills of immigrants.

Keywords: Adult, proficiency, social, immigrants, assessment, literacy, assessment, labor, economics, community,

55. **Yoon, B. (2007). Offering or limiting opportunities: Teachers' roles and approaches to English-language learners' participation in literacy activities. *The Reading Teacher, 61*(3), 216–225.**

This article discusses teachers' approaches to teaching, with a special focus on offering opportunities vs. limiting opportunities for ELLs' participation in literacy learning. The article is based on the author's observations of reading teachers and students in two "regular" classrooms over one semester. By looking at four focal ELLs' participatory behaviors and interaction with their teachers and mainstream peers, this article aims to help reading teachers become aware of their roles and teaching practices as supports or constraints on ELLs' active participation in the mainstream classroom. The observations revealed that the two reading and language arts teachers' pedagogical approaches and interactions with the students played out in very different ways. The ELLs' participation in both classes fluctuated according to how the teachers approached them.

Keywords: Research, practice, teaching approaches, literacy learning, participation, literary activities

V.   References

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