Introduction
The ELL Federal Interagency Initiative was interested in supplementing the database of research literature found by the National Early Literacy Panel and the National Literacy Panel on Language-Minority Children and Youth (LMP) since the time of completing their research syntheses. To accomplish this goal three tasks were outlined:

- Identify relevant search categories and terms
- Identify relevant databases and conduct searches of the databases
- Review the citations retrieved according to specified criteria and tabulate the citations and accompanying abstracts

To begin, a detailed list of 447 search terms were identified across 22 categories including emergent literacy skills, literacy, assessment, schooling, home and family, motivation, age, population, and research (see Appendix).

The search terms were informed by the results of the NELP in the completion of a research synthesis on early literacy development for young children birth to age five including kindergarten. Additionally, the search terms used by the LMP were consulted and contributed to the final list. Thus, the final list of categories and terms is specialized, but expanded from earlier search lists, to meet the requirements of the current search for age (birth to age five, including kindergarten) and ELL population.

Sixteen different databases were identified for searching based upon the relevance of their catalogued literature. Eighteen search combinations were identified and the searches were conducted within each database. A specific search of the database, Dissertations Abstracts, was excluded due to the cost and difficulty in retrieving dissertations. Table 1 indicates the number of records generated for each database. It is important to note that these numbers do not necessarily indicate total individual citations for all the databases. Duplicate citations within and across searches often inflate the numbers generated.

The search was limited by a band of years from publication year (PY) 2002 to publication year (PY) 2008. Because the National Early Literacy Panel retrieved literature through 2003 and the National Literacy Panel on Language-Minority Children and Youth through 2002, the current search extended those searches beginning with publication year 2002. The search cast a broad net to identify publications related to any type of research literature that met the pre-determined criteria: age, population, and domain of interest. Therefore, the list of citations included here has not been vetted in any way other than for age, population, and domain of interest and involves all types of research and research-related literature.
### Table 1. Records Generated for each Database.

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<td>Sociological Collection</td>
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<td>Abstract</td>
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<td>Araujo, L. (2002). The literacy development of kindergarten English language learners. <em>Journal of Research in Childhood Education</em>, 16(2), 232-247.</td>
<td>This year-long qualitative study explored how a literature-based literacy curriculum supported literacy growth of ESL kindergartners in a full-day Portuguese-English bilingual program. Findings indicated that emphasizing phonics and construction of meaning from texts supported children's construction of literacy understandings. Limited oral language proficiency did not constrain emergent writing and reading development.</td>
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<td>Atiles, J. R. &amp; Allexsaht-Snider, M. (2002). Effective approaches to teaching young Mexican immigrant children. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.</td>
<td>Of the 22 million children currently enrolled in U.S. schools, more than 2 million have limited English proficiency. Preschoolers and elementary-age children make up the greatest proportion of the immigrant student population, and many teachers need support in educating these young, linguistically diverse students. This digest reviews proven educational strategies for working with Mexican and other immigrant children. Myths about the second-language learner and the complexity and lengthiness of the process of second-language acquisition are briefly discussed. The following teaching strategies for preschool and elementary teachers are described: 1) encourage development of the child's first language; (2) provide visible signs of children's first language, and learn Spanish; (3) learn about Mexican culture, and teach acceptance; (4) be sensitive to children's struggles, and follow a classroom routine; (5) acknowledge children's strengths, and use portfolio-style assessment; (6) plan real-world language lessons, and provide a print-rich environment; (7) communicate clearly; (8) allow for the developing stages of language production; (9) aim for comprehension; and (10) allow children opportunities to practice their language skills with peers, and encourage student participation.</td>
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<tr>
<td>Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., &amp; Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. <em>Early Childhood Research Quarterly</em>, 22(3), 277-294.</td>
<td>Preschool programs in the United States have sought to keep pace with the rapidly growing number of children who are English language learners. For example, the Hispanic population in public school and Head Start programs is 25-30 percent. These children present challenges and opportunities for public preschool programs. This NIEER study addresses the gap in research available to identify which approach -- monolingual or dual language (bilingual) -- offers the most effective support for both English and Spanish language acquisition in preschool.</td>
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<td>Bauer, E. B. (2003). Finding Esmerelda’s shoes: A case study of a young bilingual child’s responses to literature. In A. I. Willis, G. E. Garcia, R. B. Barrera, &amp; V. J. Harris (Eds.), Multicultural issues in literacy research and practice (pp.11-27). Mahwah, NJ: Erlbaum.</td>
<td>(from the chapter) Presents the case of the literature responses of a 2-yr-old female, who was raised as an English and German bilingual from birth. Responses to 3 books were analyzed. Both German and English reading events were coded for incidences of importations, comments made by the subject (S) that went beyond repeating or paraphrasing what was in the text. Two themes emerged from the data. Both themes centered around the format of the books. The patterns that emerged across the texts held regardless of the language in which the books were read. The S's responses to the texts...</td>
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<td>Càrdenas-Hagan, E., Carlson, C. D., &amp; Pollard-Durodola, S. D. (2007).</td>
<td>The purpose of this study was to examine the effects of initial first and second language proficiencies as well as the language of instruction that a student receives on the relationship between native language ability of students who are English language learners (ELLs) and their development of early literacy skills and the second language. Method: This study investigated the development of early language and literacy skills among Spanish-speaking students in 2 large urban school districts, 1 middle-size urban district, and 1 border district. A total of 1,016 ELLs in kindergarten participated in the study. Students were administered a comprehensive battery of tests in English and Spanish, and classroom observations provided information regarding the Spanish or English language use of the teacher. Results: Findings from this study suggest that Spanish-speaking students with high Spanish letter name and sound knowledge tend to show high levels of English letter name and sound knowledge. ELLs with low Spanish and English letter name and sound knowledge tend to show high levels of English letter name and sound knowledge when they are instructed in English. Letter name and sound identification skills are fairly highly positively correlated across languages in the beginning of the kindergarten year. In addition, phonological awareness skills appear to be the area with the most significant and direct transfer of knowledge, and language skills do not appear to be a factor in the development of phonological awareness. Finally, the relationship between oral language skills across languages was low, suggesting little relationship between oral language skills across languages at the beginning of the kindergarten year.</td>
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The aim of this study is to examine the relationship between Mandarin Chinese-speaking children's narrative skill in telling personally experienced stories in preschool and their later language and reading ability. Fourteen Mandarin-speaking children, 8 boys and 6 girls, were visited at home when they were 3;6, 7;5, and 10;1. The children were asked to tell personal narratives to the experimenter at 3;6 and 7;5 and to complete word definition, receptive vocabulary, and Chinese reading comprehension tests at 7;5 and 10;1. Two of the children's stories with the greatest number of narrative clauses were selected and measured using adaptations of the narrative assessment profile developed by McCabe and Bliss (2003). A number of significant positive correlations were observed between the children's narrative skills and their receptive vocabulary, definition, and reading comprehension abilities. These findings suggest that the children who had good narrative skill in preschool also performed better in reading comprehension and language tasks in primary school. This study shows that the continuous and interrelated relationship between early oral narrative and later language and literacy is evident not only in English-speaking children but also in Mandarin-speaking children. The educational implications for this study are highlighted.


This investigation examined the extent to which teacher implemented systematic, explicit instruction affected the literacy achievement of kindergarten and first grade students. Two cohorts of students in a southwestern United States school district were utilized for this study. Cohort 1 (n=94) received classroom literacy instruction from the state adopted basal reading series. Cohort 2 (n=96) received literacy instruction from the basal series and an additional reading program designed to systematically and explicitly teach phonological awareness, letter name identification, and the alphabetic principle. Each cohort was followed from the middle of kindergarten through the end of first grade. Kindergarten measures included the Texas Primary Reading Inventory (TPRI) tests of phonological awareness, letter naming, letter sound knowledge, and listening comprehension, and were administered at the middle and end of kindergarten. At the beginning of first grade, TPRI phonological awareness, word reading, reading comprehension, and fluency were measured. Middle of year first grade variables were TPRI reading comprehension and fluency. End of the year first grade measures were TPRI word reading, fluency, reading comprehension, and Iowa Test of Basic Skills (ITBS) word analysis, reading comprehension, listening comprehension, vocabulary, and spelling. A MANCOVA was conducted at each interval using English language learner status as the covariate. Hierarchical regression analysis was conducted to determine which variables best predicted end of first grade reading comprehension, word reading, and fluency. Results from the MANCOVA indicated that Cohort 2 outperformed Cohort 1 on kindergarten TPRI measures of phonological awareness, letter naming, and letter sound correspondences. Cohort 2 also performed better than Cohort 1 on first grade TPRI reading comprehension, fluency, and end of year word reading, however, there were no statistically significant
There is growing interest in the experiences of ethnically and linguistically diverse families of young children with special needs and the myriad of early intervention systems of care they encounter in the United States. The research on Latino families and their young children with special health and developmental needs highlights critical issues of language, culture, and family adaptation to a myriad of service delivery systems. This emerging area of research reveals that ethnically and linguistically diverse families may view difficulties as not inherent in their young children with special needs; rather the locus of hassles and stressors may be mediated to some extent by unresponsive service delivery systems. To this regard, the objective of this literature review is to synthesize salient themes from the extant research about the experiences of Latino families and their young children with early intervention systems of care in order to illuminate guiding implications for policy, research, and practice.


Current research increasingly highlights the role of early literacy in young children's development--and informs practices and policies that promote success among diverse learners. This handbook presents cutting-edge knowledge on all aspects of literacy learning in the early years. Volume 2 provides additional perspectives on important topics covered in Volume 1 and addresses critical new topics: the transition to school, the teacher-child relationship, sociodramatic play, vocabulary development, neuroimaging work, Vygotskian theory, findings from international studies, and more. This book serves as a text in advanced undergraduate and graduate-level courses and can be used by students and researchers in reading, early childhood education, child development, educational psychology, linguistics, and social policy; reading specialists, staff developers, and classroom teachers; policymakers focusing on literacy and early intervention. This book divides into seven parts and 30 chapters. Part I, Cognitive and Linguistic Building Blocks of Early Literacy Development, contains: (1) A Window of Opportunity We Must Open to All: The Case for Preschool with High-Quality Support for Language and Literacy (David K. Dickinson, Alyssa McCabe, and Marilyn J. Essex); (2) The
Knowledge Gap: Implications for Early Education (Susan B. Neuman); (3) Vocabulary Development and Instruction: A Prerequisite for School Learning (Andrew Biemiller); (4) Literacy Development: Insights from Research on Skilled Reading (Jane Ashby and Keith Rayner); and (5) Neurobiological Investigations of Skilled and Impaired Reading (Kenneth R. Pugh, Rebecca Sandak, Stephen J. Frost, Dina Moore, and W. Einar Mencel). Part II, Phonemic Awareness and Letter Knowledge, contains: (6) Conceptualizing Phonological Processing Skills in Prereaders (Christopher J. Lonigan); (7) The Development of Phonological Sensitivity (Stephen R. Burgess); (8) Phonemic Awareness and Reading: Beyond the Growth of Initial Reading Accuracy (Beth M. Phillips and Joseph K. Torgesen); and (9) The Roots of Learning to Read and Write: Acquisition of Letters and Phonemic Awareness (Linnea C. Ehri and Theresa Roberts). Part III, Families and Relationships: Socioemotional and Linguistic Supports, contains: (10) The Influence of Parenting on Emerging Literacy Skills (Susan H. Landry and Karen E. Smith); (11) Teacher-Child Relationships in Early Literacy (Robert C. Pianta); (12) Environmental Supports for Language Acquisition (Erika Hoff); and (13) The Misunderstood Giant: On the Predictive Role of Early Vocabulary to Future Reading (Monique Senechal, Gene Ouellette, and Donna Rodney). Part IV, Cultural and Linguistic Diversity, contains: (14) Effective Interventions for English Language Learners (Spanish/English) at Risk for Reading Difficulties (Sharon R. Vaughn, Sylvia Linan-Thompson, Sharolyn Pollard-Durodola, Patricia G. Mathes, and Elsa Cardenas-Hagan); (15) Recent Research on the Language and Literacy Skills of African American Students in the Early Years (Holly K. Craig and Julie A. Washington); (16) Cultural Diversity in Early Literacy: Findings in Dutch Studies (Paul P. M. Leseman and Cathy van Tuijl); and (17) Considering Culture in Research-Based Interventions to Support Early Literacy (Stuart McNaughton). Part V, Supporting Literacy in Preschool Classrooms, contains: (18) Vygotskian Perspectives on Teaching and Learning Early Literacy (Elena Bodrova and Deborah J. Leong); (19) Preschool Classroom Environments and the Quantity and Quality of Children's Literacy and Language Behaviors (Dale C. Farran, Canan Aydogan, Shin Ji Kang, and Mark W. Lipsey); (20) The Relationships between Sociodramatic Play and Literacy Development (Lesley Mandel Morrow and Judith A. Schickedanz); (21) Encouraging Young Children's Language Interactions with Stories (Isabel L. Beck and Margaret G. McKeown); and (22) Early Literacy Policy and Pedagogy (Kathleen Roskos and Carol Vukelich). Part VI, Programmatic Interventions During the Preschool Years, contains: (23) Reading Ahead? Effective Interventions for Young Children's Early Literacy Development (Pia Rebello Britto, Allison S. Fuligni, and Jeanne Brooks-Gunn); (24) A Pediatric Approach to Early Literacy, Robert (Needlman, Perri Klass, and Barry Zuckerman); and (25) Emergent Literacy of Low Income Children in Head Start: Relationships with Child and Family Characteristics, Program Factors, and Classroom Quality (Nicholas Zill and Gary Resnick). Part VII, Toward Effective Primary Grade Instruction, contains: (26) The Transition to School (Frederick J. Morrison, Carol
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**Early Childhood Education**

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<td>McDonald Connor, and Heather Bachman); (27) Perspectives on the Difficulty of Beginning Reading Texts (Elfrieda H. Hiebert and Heidi Anne E. Mesmer); (28) The Impact of Early School Experiences on Initial Reading (Connie Juel); (29) Policy Decisions in Early Literacy Assessment (Terry Salinger); and (30) Early Education Interventions: Principles of Effective and Sustained Benefits from Targeted Early Education Programs (Sharon Landesman Ramey and Craig T. Ramey).</td>
<td>Previous studies of infants’ babbling have reported contradictory results as to the extent and timing of discernible phonetic influences of the ambient language. In the present experiment, five experienced phoneticians were asked to listen for ambient language effects on vocalizations produced by American and Swedish 12- and 18-month-olds (with 8 children in each language and age group), and to motivate their decisions in terms of word or phonetic-cue perception. Group results indicated that listeners did not perceive effects of ambient language on pure babbles for either of the two age groups, whereas a clear effect appeared in both age groups given a more liberal definition of babbling. This is taken to suggest that results of ambient language listening tests may depend crucially on judgments of vocalizations' word status. As compared to the group trends, listener responses to individual children's vocalizations did not indicate that a majority of either 12- or 18-monthers were sufficiently native-sounding to be reliably identified on the basis of ambient language. A closer analysis of listeners' use of phonetic cues indicated that one single phonetic property, the grave tonal word accent, was discerned by most listeners in vocalizations produced by the Swedish 18-monthers; this property was also discerned by one listener in vocalizations produced by Swedish 12-monthers. This result is consistent with the generally held belief in the primacy of tonal features in phonetic acquisition, and with experimental evidence indicating that Swedish mothers tend to enhance word accent contours in baby talk. In the final section of the paper, the results are discussed with a view to reconcile competing theories of babbling development, notably the 'babbling drift' and the 'independence' hypotheses.</td>
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Compiled by the National Center for Family Literacy, April 2008.
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<th>practices for young children from diverse backgrounds and offers recommendations for school personnel.</th>
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<td>(from the chapter) It is important for the early childhood profession in the US to have a clear understanding of the developmental characteristics of young English-language learners (ELLs) -- children whose home language is not English -- and how children successfully learn a second language so that educators can design and provide high-quality learning environments for children who are in the process of acquiring English as their second language. This chapter provides an overview of the developmental profiles of ELLs at kindergarten entry, their unique cultural and linguistic strengths and learning concerns, and examples of promising programs and instructional approaches that have been linked to positive long-term educational outcomes. Finally, educational policies are suggested at the classroom, local, and state levels to support the research findings reported. Topics include: who and where are young Latinos, ELLs and kindergarten transition, social-emotional development and resiliency, social-emotional development and bilingualism, how do children learn a second language, preschool and ELLs, and promising models and instructional approaches for preschool ELLs (family literacy programs and preschool programs).</td>
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<td>This study investigated the ability of the English and Spanish versions of the Get Ready to Read! Screener (E-GRTR and S-GRTR) administered at the beginning of the preschool year to predict the oral language and phonological and print processing skills of Spanish-speaking English-language learners (ELLs) and English-only speaking children (EO) at the end of the year. The results revealed that the E-GRTR predicted the EO and ELL children’s English emergent literacy skills and the ELL children’s Spanish emergent literacy skills, and the S-GRTR predicted the ELL children’s English and Spanish emergent literacy skills. For both groups, the E-GRTR and the S-GRTR were better at predicting children’s print knowledge in English and Spanish compared to the other emergent literacy measures. The findings suggest that both screeners can be used effectively to assess preschool children’s emergent literacy skills.</td>
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<td>The purpose of this study is to gain a more comprehensive understanding of the course of literacy development of Hispanic English Language Learning (ELL) preschool students in an effort to identify means of supporting their successful literacy development. 25 native English-speaking and 21 native Spanish-speaking ELL Head Start students’ language and early literacy skills were assessed to address two research questions. The first question examined the relevance of Cummin’s (1979) linguistic interdependence model for low-income urban Hispanic ELL children. The linguistic interdependence model proposes that literacy skills transfer across languages. The results of linear multiple regression analyses suggested that both age and Spanish language vocabulary skills, but not English language vocabulary skills, accounted for a significant proportion of the variance in ELL</td>
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- Participants' English language early literacy skills. The results of the analyses provide evidence in support of the linguistic interdependence model. The purpose of the second question was to gain a better understanding of the early literacy skill acquisition of ELL preschool children in comparison with their native English-speaking peers. A multivariate analysis of covariance provided evidence of a significant language status effect of native English-speaking versus ELL participants' performance on language and early literacy tasks.

  Data from the Cantonese Communicative Development Inventory (CCDI) is used to review the phonological preferences of younger (16-22 months) and older (23-30 month) groups of children in the lexical items they are reported to be able to say. Analogous results to those found for English emerge from the Cantonese data: the younger group display selectivity in the initial consonants of words they say, and their preferences accord with developmental tendencies in Cantonese phonology. From children whose scores fell below the tenth percentile of the CCDI, a subset were followed up 1 year later and their linguistic progress evaluated. Only a proportion of these children were below still below the tenth percentile for vocabulary at follow-up. Their lexical immaturities were accompanied by limited phonetic abilities. The implications of the findings are discussed.

  The aim was to examine cross-cultural variation in linguistic responsiveness to young children in 10 English-speaking mother-child dyads and 10 Italian-speaking mother-child dyads. All 20 children were late talkers who possessed delays in expressive vocabulary development but age-appropriate cognitive and receptive language skills. Dyads were filmed in 15 minute free play contexts, which were transcribed and coded for measures of maternal linguistic input (e.g. rate, MLU, labels, expansions) and child language productivity (e.g. utterances, different words used). The results revealed that the Italian mothers used more utterances, spoke more quickly and used a more diverse vocabulary than the Canadian mothers. The Italian children mirrored their mothers and also used more utterances and a more diverse vocabulary than the Canadian children. Mothers in both groups used similar percentages of responsive labels and expansions. However, Italian mothers responded to fewer of their children's vocalizations, using a smaller percentage of imitations and interpretations than the Canadian mothers. Correlations between maternal input and children's language productivity revealed that contingent language measures (e.g. imitations, interpretations, expansions) were related to high levels of productivity in children in both cultural groups. The results support the use of language interventions based on increasing maternal responsiveness for these children at the one-word stage of language development. They also point to differences that may be culturally based. For example, Italian mothers use faster rates of interaction and appear to have higher expectations for their children's verbal participation in interaction. This is reflected in higher rates of language production from their children, even though children in both cultural groups have similar vocabulary sizes.
| Hammer, C.S., Miccio, A.W., & Wagstaff, D.A. (2003). Home literacy experiences and their relationship to bilingual preschoolers’ developing English literacy abilities: An initial investigation. *Language, Speech, and Hearing Services in Schools, 34*(1), 20-33. | Investigated the relationship between home literacy experiences and bilingual preschoolers’ (mean age 3 yrs., 8 mo) early literacy outcomes. 43 Puerto Rican mother-child dyads recruited from Head Start programs were grouped according to whether the children had learned Spanish and English from birth (simultaneously) or Spanish from birth and English in Head Start (sequentially). Mothers of simultaneous and sequential learners were compared on the value they placed on literacy, press for achievement, the number of reading materials that were available in the home, and how often they read to their child. The children were compared on their scores on the Test of Early Reading Ability-2 which was given during the first and second years of their Head Start program. Mothers of simultaneous and sequential learners differed with regard to mothers’ press for achievement. No differences were found between the 3 groups with respect to the other measures. When the early literacy abilities of the 2 groups of children were assessed, all learners had comparable mean emergent reading scores. The mean literacy scores of the entire group of children were significantly lower at Year 2 as compared to Year 1. |
| Hojen, A., & Flege, J. E. (2006). Early learners’ discrimination of second-language vowels. *Journal of the Acoustical Society of America, 119*(5), 3072-3084. | It is uncertain from previous research to what extent the perceptual system retains plasticity after attunement to the native language (L1) sound system. This study evaluated second-language (L2) vowel discrimination by individuals who began learning the L2 as children (“early learners”). Experiment 1 identified procedures that lowered discrimination scores for foreign vowel contrasts in an AXB test (with three physically different stimuli per trial, where “X” was drawn from the same vowel category as “A” or “B”). Experiment 2 examined the AXB discrimination of English vowels by native Spanish early learners and monolingual speakers of Spanish and English (20 per group) at interstimulus intervals (ISIs) of 1000 and 0 ms. The Spanish monolinguals obtained near-chance scores for three difficult vowel contrasts, presumably because they did not perceive the vowels as distinct phonemes and because the experimental design hindered low-level encoding strategies. Like the English monolinguals, the early learners obtained high scores, indicating they had shown considerable perceptual learning. However, statistically significant differences between early learners and English monolinguals for two of three difficult contrasts at the 0-ms ISI suggested that their underlying perceptual systems were not identical. Implications for claims regarding perceptual plasticity following L1 attunement are discussed. |
| Hu, C. F. (2003). Phonological memory, phonological awareness, and foreign language word learning. *Language Learning, 53*(3), 429-462. | The role of phonological memory and phonological awareness in foreign language (FL) word learning was examined. Measures of phonological memory and phonological awareness were administered to 58 Chinese-speaking 4-year-olds 4 times (T1 to T4) across 2 years. FL (English) word learning was assessed at T3, and children’s ability to relearn the words was assessed at T4. Phonological memory was related to FL word learning at T3, whereas phonological awareness was not. However, phonological awareness emerged as: a significant predictor at T4, even after allowing for FL word |
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Learning at T3 and phonological memory. The results suggest that phonological memory and phonological awareness may support FL word learning, but phonological awareness may play a specific role when the words are relearned.


A new longitudinal diary study of a child (E) learning American English reveals two patterns of segmental neutralization: velar fronting, in which /k/ and /g/ are realized as [t] and [d], and lateral gliding, in which /l/ is realized as [j]. Both phenomena are restricted to prosodically strong positions, affecting only consonants in word-initial position or in the onsets of stressed syllables. An explanation for positional velar fronting that combines phonetic and grammatical considerations is proposed to account for the occurrence of the effect in children but not adults: the greater gestural magnitude of prosodically strong onsets in English interacts with the anatomy of the young child's vocal tract to produce coronalization of prosodically strong velars. E extended the resulting pattern to lateral gliding, which developed later and has similar grammatical conditioning but less direct phonetic motivation.


We present the results from an experiment that tests the perception of English consonantal sequences by Korean speakers and we confirm that perceptual epenthesis in a second language (L2) arises from syllable structure restrictions of the first language (L1), rather than linear co-occurrence restrictions. Our study replicates and extends Dupoux, Kakehi, Hirose, Pallier, & Mehler's (1999) results that suggested that listeners perceive epenthetic vowels within consonantal sequences that violate the phonotactics of their L1. Korean employs at least two kinds of phonotactic restrictions: (i) syllable structure restrictions that prohibit the occurrence of certain consonants in coda position (e.g., *[c.], *[g.]), while allowing others (e.g., *[k.], *[t.]), and (ii) consonantal contact restrictions that ban the co-occurrence of certain heterosyllabic consonants (e.g., *[k.m]; *[l.n]) due to various phonological processes that repair such sequences on the surface (i.e., /k.m/ -> [n.m]; /l.n/ -> [1.1]). The results suggest that Korean syllable structure restrictions, rather than consonantal contact restrictions, result in the perception of epenthetic vowels. Furthermore, the frequency of co-occurrence fails to explain the epenthesis effects in the percept of consonant clusters employed in the present study. We address questions regarding the interaction between speech perception and phonology and test the validity of Steriade's (2001 a,b) Perceptual-Mapping (P-Map) hypothesis for the Korean sonorant assimilation processes. Our results indicate that Steriade's hypothesis makes incorrect predictions about Korean phonology and that speech perception is not isomorphic to speech production.


The goal of this study was to examine the role of Indian bilingual parents’ book reading practices on the development of the children’s oral language, narrative and literacy skills in English, their second language. About 24 bilingual children from two preschools in Bangalore, India were tested in schools in English on receptive vocabulary, complex syntax, narrative expression, phonological awareness, and concepts about print. The findings suggest that exposure to book reading in English is associated with...
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<td>Klinger, J. K., Artiles, A. J., &amp; Barletta, L. W. (2006). English language learners who struggle with reading: Language acquisition or LD? <em>Journal of Learning Disabilities, 39</em>(2), 108-128.</td>
<td>This paper discusses ways in which young bilingual children understand the principles underlying different writing systems. Six case studies were conducted, involving six-year-olds growing up in London who were learning to write in Chinese, Arabic or Spanish at the same time as English. The children's formal and informal literacy interactions were observed at home, community language school and primary school. Peer teaching sessions were also set up so that children could demonstrate their ideas about Chinese, Arabic or Spanish to primary school classmates. Findings show that these young emergent biliterates were able to grasp concepts from different systems, by producing their own interpretations of the input provided by teachers and family. A discussion follows as to whether such understandings were heightened by dealing with more than one writing system, and whether the research points to a more general propensity amongst young children to look for the principles involved in graphic representation. Finally, the paper argues that mainstream educators need to recognise the cognitive gains for minority-language children who are becoming biliterate and offer support for this important area of learning.</td>
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<td>Lesaux, N. K., Rupp, A. A., &amp; Siegel, L. S. (2007). Growth in reading skills of children from diverse linguistic backgrounds: Findings from a 5-year longitudinal study. <em>Journal of Educational Psychology, 99</em>(4), 821-834.</td>
<td>We review empirical research on English language learners (ELLs) who struggle with reading and who may have learning disabilities (LD). We sought to determine research indicators that can help us better differentiate between ELLs who struggle to acquire literacy because of their limited proficiency in English and ELLs who have actual LD. We conclude that more research is warranted to further elucidate the strengths and learning needs of subgroups of underachieving ELLs, to help us determine who should qualify for special education, and to clarify why some ELLs who do not have LD still struggle with language and literacy acquisition. Future research should account for the complexities involved in becoming literate in another language and focus more on cultural and contextual factors that affect student achievement.</td>
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Compiled by the National Center for Family Literacy, April 2008.
negligible. Fourth-grade word reading was predicted by the same kindergarten tasks for both language groups, and prediction of reading comprehension differed by only 1 task. Finally, the trajectory of word reading was nonlinear for both groups, although predictors of this trajectory differed between groups. The findings suggest that early identification models established through research with L1 speakers are appropriate for identifying ELLs at risk for reading difficulties.


All nouns in Spanish have grammatical gender, with obligatory gender marking on preceding articles (e.g., *la* and *el*, the feminine and masculine forms of “the,” respectively). Adult native speakers of languages with grammatical gender exploit this cue in on-line sentence interpretation. In a study investigating the early development of this ability, Spanish-learning children (34–42 months) were tested in an eye-tracking procedure. Presented with pairs of pictures with names of either the same grammatical gender (*la pelota*, “ball [feminine]”; *la galleta*, “cookie [feminine]”) or different grammatical gender (*la pelota*; *el zapato*, “shoe [masculine]”), they heard sentences referring to one picture (*Encuentra la pelota*, “Find the ball”). The children were faster to orient to the referent on different-gender trials, when the article was potentially informative, than on same-gender trials, when it was not, and this ability was correlated with productive measures of lexical and grammatical competence. Spanish-learning children who can speak only 500 words already use gender-marked articles in establishing reference, a processing advantage characteristic of native Spanish-speaking adults.


Eleven native-Korean-speaking, Korean-American mothers of children aged 2-4 received 1 hour of training in specific language facilitation techniques around picture-book interactions. A control group received instruction in general emergent literacy development and first language acquisition. Four weeks later, treatment-group children showed significantly increased language production and vocabulary, compared to controls.


This article determines the interlanguage relationships between oral language skills and phonological awareness abilities in 100 Spanish-speaking Head Start children learning English. Children's oral language abilities, measured using the pre-Language Assessment Scale 2000, along with their phonological awareness, measured using the Phonological Sensitivity Test, were assessed in both English and Spanish. A hierarchical multiple regression was conducted in which the unique variance of oral proficiency in each language and phonological awareness in Spanish indicated an effect on performance for phonological awareness tasks in English, with Spanish phonological awareness and English oral proficiency accounting for the most variance. Results suggest strengthening the language and metalinguistic skills of these children in their first language as a tool for later acquiring English literacy skills.

Lopez, M. G., & Tashakkori, A. (2003). Effects of two-way bilingual education on the literacy program on the literacy development of students in kindergarten and first grade. Two groups of children
### Good Start, Grow Smart

#### Early Childhood Education

**English Language Learners (ELL) Federal Interagency Initiative**

**ELL Research Literature PY2002 – PY2008**

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<p>| Development of students in kindergarten and the first grade. Illinois, Annual Meeting of the American Educational Research Association. Chicago. 21-25 Apr. 2003. | were compared in terms of their academic achievement in English language arts. The groups included students with limited English proficiency (LEP) as well as students who were not LEP. One group was instructed in English approximately 70% of the time and in Spanish approximately 30% of the time in a two-way bilingual education (Extended Foreign Language (EFL)) program. The academic performance of these students was compared with that of a group of students who attended the same school but were enrolled in a regular program. Participants were 46 treatment group students in kindergarten, compared with 41 other kindergarten students, and 57 first graders, compared with 71 other first graders. Results indicate that after 1 year of the intervention, there were statistically significant differences between the two groups only in sight vocabulary (at kindergarten and grade 1) and in alphabet (kindergarten). In all other areas of language development, there were no statistically significant differences between the achievement scores of the two groups. Results show that students in the EFL program make adequate academic progress, confirming the usefulness of the two-way bilingual program in reducing the achievement gap between LEP students and others. |
| Lopez, M. G., &amp; Tashakkori, A. (2003). Utilizing two-way bilingual education for reducing the achievement lag of LEP students in primary grades: A longitudinal study. Illinois, Annual Meeting of the American Educational Research Association. Chicago. 21-25 Apr. 2003. | This study investigated the effect of a bilingual education program on the achievement gap in language development between at-risk kindergarten students with minimal English proficiency and students who were proficient English speakers. Limited English Proficient (LEP) students were included in an Extended Foreign Language (EFL) program designed to develop and maintain students' language and literacy skills in two languages: English and Spanish. Participating students were identified as at-risk because they performed at significantly lower levels than students in the comparison group. Participants received instruction in English 70 percent of the time and Spanish 30 percent of the time. These students' academic performance was compared to that of a group of LEP and non-LEP students who attended the same school but did not participate in the EFL program. Progress was tracked for 2 years. Data from students' pretest-posttest scores indicated that at-risk students participating in the EFL program made adequate academic progress during the 2 years of the study. By the end of the second year, there were no statistically significant differences between the at-risk and the comparison groups in any of the seven indicators of verbal and academic development or in the standardized achievement test Scholastic Reading Inventory. |
| McBride-Chang, C., &amp; Suk-Han, C. (2005). Predictors of beginning reading in Chinese and English: A 2-year longitudinal study of Chinese kindergartners. <em>Scientific Studies of Reading</em>, 9(2), 117-144. | Ninety Chinese children were tested once at age 4 and again 22 months later on phonological-processing and other reading skills. Chinese phonological-processing skills alone modestly predicted Chinese character recognition, and English letter-name knowledge uniquely predicted reading of both Chinese and English 2 years later. Furthermore, concurrently measured phonological-processing skills in Chinese, but not English, accounted for unique variance in both English and Chinese word recognition. English invented spelling was strongly associated with reading in English only, and orthographic knowledge significantly accounted for unique variance in Chinese reading only. Results |</p>
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<th>Source</th>
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<td>Melzi, G., &amp; Caspe, M. (2005). Variations in maternal narrative styles during book reading interactions. <em>Narrative Inquiry, 15</em>(1), 101-125.</td>
<td>The present study examined the narrative styles of Spanish-speaking Peruvian and English-speaking U.S. American, college-educated mothers as they shared a wordless book with their three-year old children. Results show two distinct book reading narrative styles: Storytellers, who act as the sole narrator of an engaging story with minimal child participation, and storybuilders, who co-construct the story with their young children. The two maternal styles are discussed in relation to possible differences in conceptions of oral narrative and of the roles narrator and audience play in the construction of a story. Results of the present study have implications for literacy intervention programs in culturally diverse populations.</td>
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<td>Nazzi, T., Dilley, L. C., Jusczyk, A. M., Shattuck-Hufnagel, S., &amp; Jusczyk, P. W. (2005). English-learning infants' segmentation of verbs from fluent speech. <em>Language and Speech, 48</em>, 279-298.</td>
<td>Two experiments sought to extend the demonstration of English-learning infants’ abilities to segment nouns from fluent speech to a new lexical class: verbs. Moreover, we explored whether two factors previously shown to influence noun segmentation, stress pattern (strong-weak or weak-strong) and type of initial phoneme (consonant or vowel), also influence verb segmentation. Our results establish the early emergence of verb segmentation in English: by 13.5 months for strong-weak consonant- or vowel-initial verbs and for weak-strong consonant-initial verbs; and by 16.5 months for weak-strong verbs beginning with a vowel. This generalizes previous reports of early segmentation to a new lexical class, thereby providing additional evidence that segmentation is likely to contribute to lexical acquisition. The effects of stress pattern and onset type found are similar to those previously obtained for nouns, in that verbs with a weak-strong stress pattern and verbs beginning with a vowel appear to be at a disadvantage in segmentation. Finally, we present prosodic analyses that suggest a possible effect of prosodic boundary and pitch accent distribution on segmentation. These prosodic differences potentially explain a developmental lag in verb segmentation observed in the present study compared to earlier findings for noun segmentation.</td>
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<td>Neuharth-Pritchett, S. (2007). Research into practice: Interventions for infants, toddlers and preschoolers. <em>Journal of Research in Childhood Education. 22</em>(1), 97-104.</td>
<td>This issue highlights six distinct studies. The first study examines the inclusion of literacy props and teacher mediation on the literacy behaviors of young children. The second explores the relationship of amount of talk, diversity of talk, and complexity of talk on the language acquisition of young preschool children who are learning a second language. The third investigates the processes regarding the referral, evaluation, and placement of preschool second language learners into special education programs. The fourth describes a community-based intervention to facilitate the school readiness of Latino children. The fifth provides data on a common observation tool and its relationship to classroom quality for infants and toddlers in inclusive and noninclusive classrooms. The sixth investigates the role of teacher behavior in social skills training programs for preschool children with and without disabilities.</td>
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This column briefly summarizes the content of the articles and suggests implications for the research as well as future research studies.

Necessary prerequisites for and at the same time powerful predictors of children's success in beginning reading are the development of phonemic awareness and concepts of print. Students who are learning to read need to be taught how to consciously attend to phonemes and to develop an understanding regarding concepts about print. This study was two-fold. First, we examined demographic characteristics that included gender, socioeconomics, preschool experience, and race to determine how these factors related to phonemic awareness and concepts of print development for kindergarten students. It was concluded that low SES children and Latino children were at greater risk of not developing phonemic awareness and concepts of print in kindergarten. Further data were collected and analyzed to examine low SES and Latino children's knowledge of phonemic awareness and concepts of print development. The study found that, along with maturation, a diagnostic approach that guides phonemic awareness instruction and concepts about print enhances kindergarten students' phonemic awareness and concepts of print development.

This article describes oral language and early literacy skills in Spanish and English for a sample of 319 bilingual children in Massachusetts and Maryland (ECS) and a comparison group of 144 monolingual Spanish-speaking children in Puerto Rico (PRC). Children were assessed as they entered and exited pre-kindergarten programs. Data collection included four subtests of the Woodcock Language Proficiency Battery and a researcher-developed phonological awareness task. Results show that, on average, children in the ECS sample performed below average in both English and Spanish when compared to monolingual norms and, despite some early literacy and oral language gains during their pre-kindergarten year, continue to lag behind monolingual children of the same age. Children in the ECS sample performed better in the early literacy tasks than in the oral language tasks in both English and Spanish. On average, the PRC sample scored significantly better than the ECS sample in Spanish oral language skills, but lower in phonological awareness skills. Educational implications and directions for future research are discussed.

What is the relation between language and thought? Specifically, how do linguistic and conceptual representations make contact during language learning? This paper addresses these questions by investigating the acquisition of evidentiality (the linguistic encoding of information source) and its relation to children's evidential reasoning. Previous studies have hypothesized that the acquisition of evidentiality is complicated by the subtleness and abstractness of the underlying concepts; other studies have suggested that learning a language which systematically (e.g. grammatically) marks evidential categories might serve as a pacesetter for early reasoning about sources of information. We conducted experimental studies with children learning Korean (a language with evidential morphology)
and English (a language without grammaticalized evidentiality) in order to test these hypotheses. Our experiments compared 3- and 4-year-old Korean children's knowledge of the semantics and discourse functions of evidential morphemes to their (non-linguistic) ability to recognize and report different types of evidential sources. They also compared Korean children's source monitoring abilities to the source monitoring abilities of English-speaking children of the same age. We found that Korean-speaking children have considerable success in producing evidential morphology but their comprehension of such morphology is very fragile. Nevertheless, young Korean speakers are able to reason successfully about sources of information in non-linguistic tasks; furthermore, their performance in these tasks is similar to that of English-speaking peers. These results support the conclusion that the acquisition of evidential expressions poses considerable problems for learners; however, these problems are not (necessarily) conceptual in nature. Our data also suggest that, contrary to relativistic expectations, children's ability to reason about sources of information proceeds along similar lines in diverse language-learning populations and is not tied to the acquisition of the linguistic markers of evidentiality in the exposure language. We discuss implications of our findings for the relationship between linguistic and conceptual representations during development.


Certain aspects of meta-linguistic awareness are known to be essential for bilingual children's literacy acquisition. Phonological awareness is one of these skills. Beginning with a discussion of a pivotal developmental research model of control & analysis of cognitive skills in bilinguals, this review will discuss several studies that explored phonological awareness in bilinguals who knew different languages. Presented herein also are the author's own observations about what needs to be studied further in the field of cognitive development and bilingualism, which can add to the existing knowledge base about a specific metalinguistic skill for language acquisition: phonological awareness. Implications of bilingualism are also discussed in the context of bilingual advantage and its impact on bilingual literacy.


This article explores the ways in which young emergent bilingual children begin to develop literacy in two languages, Spanish and English. Three case studies of four-year-old Mexican-background children and their families living in southern Arizona are presented from a qualitative socio-psycholinguistic perspective. The children's home and classroom interactions were observed and analyzed for patterns of language and literacy in their two languages. The findings show that these emergent bilinguals learn and develop their own 'theories' and 'concepts' about language and literacy from an early age. The conversational participants and interlocutors were among the factors that directly influenced children's development of language and literacy in Spanish and English. In addition, context was another important factor that contributed positively to the development of their emergent bilingualism and biliteracy. Finally, I discuss the language-literacy strategies that these Mexican-background children
use as they try to make sense of their metalinguistic and biliteracy knowledge, while developing additional literacy tools and resources in both Spanish and English.


Relationships among articulation, vocabulary, phonemic awareness, and word reading were examined in 45 children who spoke either Hmong or Spanish as their primary language. A theoretical perspective suggesting that English articulation and vocabulary would influence children's English phonemic awareness and English word reading was developed. Articulation influenced both kindergarten phonemic awareness and 1st-grade word reading. Letter-sound knowledge was also associated with kindergarten phonemic awareness, and 1st-grade phonemic awareness was related to 1st-grade word reading. The results are discussed in relationship to 2nd-language speech, articulation, and beginning reading.


This article presents a meta-analysis of program effectiveness research on English language learners. The study includes a corpus of 17 studies conducted since Willig's earlier meta-analysis and uses Glass, McGaw, and Smith's strategy of including as many studies as possible in the analysis rather than excluding some on the basis of a priori "study quality" criteria. It is shown that bilingual education is consistently superior to all-English approaches, and that developmental bilingual education programs are superior to transitional bilingual education programs. The meta-analysis of studies controlling for English-language-learner status indicates a positive effect for bilingual education of .23 standard deviations, with outcome measures in the native language showing a positive effect of .86 standard deviations. It is concluded that bilingual education programs are effective in promoting academic achievement, and that sound educational policy should permit and even encourage the development and implementation of bilingual education programs.


Although widely implemented, the effectiveness of the Even Start program and other programs involving home-visiting and bilingual education in improving preschool literacy outcomes, particularly among Latino students, is uncertain. This study used a non-equivalent groups design to compare preschool literacy outcomes (measured by the PALS-PreK assessment) of 4-year-old Latino preschool students enrolled in the Manchester Even Start program to a comparison group consisting of low-income and ethnically diverse 4-year-old students enrolled in Manchester's Title I preschool program. The primary differences between the Even Start and Title I preschool programs were the presence of a bilingual teacher in the Even Start class and the participation of the Even Start students and their families in home visits, parent and child interactive literacy activities, and adult ESOL classes. Multiple regression analysis, controlling for pretest scores, indicated that 4-year-old students' participation in the Even Start program. (N=12) was associated with posttest scores that were 14.51 points higher (p<.05) than those of 4-year-old Title I students (N=25). While the ability to generalize these findings is limited due to the non-randomized study design and the small sample size, the results provide evidence of the

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<th>Name</th>
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This book is an essential reference on research in early childhood education not only in the United States but throughout the world. It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues. The field has changed significantly since the publication of the first edition of this "Handbook" in 1993, creating a need for an update. The "Handbook of Research on the Education of Young Children, Second Edition" is thus focused on research conducted over the past decade or so. The volume is organized into four parts: (1) Early Childhood Education and Child Development (New in this edition: Moral Development; The Development of Creativity); (2) Early Childhood Educational Curriculum (New in this edition: Movement or Dance Education; The Education of Linguistically and Culturally Diverse Children); (3) Foundations of Early Childhood Educational Policy (New in this edition: Childhood Poverty; The Education of Bilingual Children); and (4) Research and Evaluation Strategies for Early Childhood Education (New in this edition: Doing Historical Research in Early Childhood Education; Postmodern and Feminist Orientations). This book makes the expanding knowledge base related to early childhood education readily available and accessible. It is a valuable tool for all who work and study in the field. Following an introduction by B. Spodek and O. N. Saracho entitled, "A Researcher's Vade Mecum," this book presents the following chapters. Part I, Early Childhood Education and Child Development, includes: (1) Cognitive Development and the Education of Young Children (K. L. Seifert); (2) Young Children's Peer Relations and Social Competence (G. W. Ladd, S. L. Herald, and R. K. Andrews); (3) Children's Morality: Perspectives and Research (E. Johansson); (4) The Emotional Basis of Learning and Development in Early Childhood Education (S. A. Denham); (5) Motor Development in Young Children (D. L. Gallahue and J. C. Ozmun); and (6) The Development of Children's Creativity (M. A. Runco). Part II, Early Childhood Educational Curriculum, continues with: (7) Reconceptualizing Language Education in Early Childhood: Socio-Cultural Perspectives (J. Anderson, L. Moffatt, and J. Shapiro); (8) Emergent Literacy: Symbols at Work (S. E. Hill and S. Nichols); (9) The Literacy Education of Linguistically and Culturally Diverse Young Children: An Overview of Outcomes, Assessment, and Large-Scale Interventions (R. Rueda and D. B. Yaden, Jr.); (10) The Development of Young Children's Early Number and Operation Sense and Its Implications for Early Childhood Education (A. J. Baroody, M. L. Lai, and K. S. Mix); (11) Repositioning the Visual Arts in Early Childhood Education: A Decade of Reconsideration (C. M. Thompson); (12) The Dance of Learning (K. Bradley with M. Szegda); (13) The Musical Development and Education of Young Children (G. F. Welch); and (14) Pretend Play (R. D. Kavanaugh); and (15) Early Childhood Multicultural Education (P. G. Ramsey). Part III, Foundations of Early Childhood Educational Policy, contains: (16) Creating Play Environments for Early Childhood: Indoors and Out (J. A. Sutterby and J. Frost); (17) Childhood Poverty: Implications for School
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| Tagoilelagi-Leota, F., McNaughton, S., MacDonald, S., & Farry, S. (2005). Bilingual and biliteracy development over the transition to school. *International Journal of Bilingual Education & Bilingualism, 8*(5), 455-479. This paper examines the bilingual and biliteracy development of a group of children from Samoan and Tongan families over the transition to mainstream English-medium schools in New Zealand. The children attended Pasifika Early Childhood Education Centres in Auckland, New Zealand, which provided full immersion programmes in their L1 (either Samoan or Tongan). Development in a home language (L1) and in English (L2) was plotted over the six months prior to going to school and over the first year at an English-medium school in a programme with known features for effective teaching of early reading and writing in English. Before going to school (at 5.0 years), the children were developing as incipient bilinguals. An incipient biliteracy paralleled their bilingual development, although there were large variations in profiles on entry to school. After one month at school, there were indicators of faster progress in English and a slowing down of progress in L1, which was dramatically confirmed by the |
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<td>Results at the end of the first year. The rapid growth of literacy and comprehension knowledge in</td>
<td>Thordardottir, E. T., &amp; Namazi, M. (2007). Specific language impairment in</td>
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<td>English from 5.0 to 6.0 years reflected the effectiveness of the school programme. However, the</td>
<td>French-speaking children: Beyond grammatical morphology. *Journal of Speech</td>
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<td>resultant patterns suggested children were now ‘at risk bilinguals’. The relationships between literacy</td>
<td>Language and Hearing Research, 50(3), 698-715.</td>
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<td>skills to another appeared to happen very quickly on entry to school.</td>
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<td>of bilingual children from kindergarten to first grade: Developmental</td>
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<td>changes and associations among English and Spanish skills. *Language,</td>
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<td>Speech, and Hearing Services in Schools, 38(3), 225-236.</td>
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<td>Uchikoshi, Y. (2006). English vocabulary development in bilingual kindergarteners: What are the best predictors? <em>Bilingualism: Language and Cognition, 9</em>(1), 33-49.</td>
<td>This study examines growth rates in vocabulary over an academic year for 150 Latino English language learners. In October, February, and June of kindergarten, participants completed standardized measures of receptive and expressive vocabulary. Before the second and third assessments, a third of the children watched Arthur three times a week during school hours, while another third viewed Between the Lions. The last third did not view either show during school hours. Data on children's preschool experiences and home literacy activities were collected. Growth modeling analyses show while there were no effects of classroom viewing, children who viewed Arthur and Between the Lions at home had steeper growth trajectories than those who had not. Additional effects of native language home use and preschool attendance were seen. Boys displayed better English vocabulary skills than girls. These findings suggest the importance of English exposure and native language maintenance for English L2 vocabulary development.</td>
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<td>Uchikoshi, Y. (2005). Narrative development in bilingual kindergartners: Can Arthur help? <em>Developmental Psychology, 41</em>(3), 464-478.</td>
<td>This study examined the effects of the children's TV program Arthur on the development of narrative skills over an academic year for Spanish-speaking English-language learners. In October, February, and June of their kindergarten year, children were asked to tell a story, in English, prompted by 3 pictures. Before the 2nd and 3rd assessments, half of the 108 children were randomly assigned to view Arthur 3 times a week during school hours, and the other half, which formed the control group, viewed the children's program Between the Lions on the same schedule. Individual growth modeling analysis showed that children who viewed Arthur had steeper growth trajectories than those who viewed Between the Lions. Boys displayed better English narrative skills than girls but no difference in narrative growth rate. The results suggest that certain educational TV programs can assist in some aspects of the language development of bilingual children.</td>
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<td>Vihman, M. M., Nakai, S., DePaolis, R. A., &amp; Halle, P. (2004). The role of accentual pattern in early lexical representation. <em>Journal of Memory and Language, 50</em>(3), 336-353.</td>
<td>The interaction between prosodic and segmental aspects of infant representations for speech was explored using the head-turn paradigm with untrained everyday familiar words and phrases as stimuli. At 11 months English-learning infants, like French infants (Halle &amp; Boysson-Bardies, 1994), attended significantly longer to a list of familiar lexical items than to a phonetically comparable rare list, but 9-month-olds did not. Reversing the stress pattern of the familiar items failed to block word-form recognition in 11-month-olds, although a time-course analysis showed that it delayed the infant response. Changing the initial consonant of English words did block word recognition while change to</td>
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the second consonant did not. Time-course analyses of both the English and the original French data showed that altering the consonant of the unaccented syllable delays word-form recognition in both languages while change to the accented syllable has a stronger effect in English than in French.


It is uncertain from previous research to what extent the perceptual system retains plasticity after attunement to the native language (L1) sound system. This study evaluated second-language (L2) vowel discrimination by individuals who began learning the L2 as children ("early learners"). Experiment I identified procedures that lowered discrimination scores for foreign vowel contrasts in an
### AXB test (with three physically different stimuli per trial, where "X" was drawn from the same vowel category as "A" or "B"). Experiment 2 examined the AXB discrimination of English vowels by native Spanish early learners and monolingual speakers of Spanish and English (20 per group) at interstimulus intervals (ISIs) of 1000 and 0 ms. The Spanish monolinguals obtained near-chance scores for three difficult vowel contrasts, presumably because they did not perceive the vowels as distinct phonemes and because the experimental design hindered low-level encoding strategies. Like the English monolinguals, the early learners obtained high scores, indicating they had shown considerable perceptual learning. However, statistically significant differences between early learners and English monolinguals for two of three difficult contrasts at the 0-ms ISI suggested that their underlying perceptual systems were not identical. Implications for claims regarding perceptual plasticity following L1 attunement are discussed.


Different languages use voice onset time (VOT) in different ways to signal the voicing contrast, for example, short lag/long lag (English) vs. prevoiced/short lag (French). Also, VOT depends on place of articulation, with labial VOTs being shorter than velar and alveolar and, sometimes, alveolar being shorter than velar. Here we examine the VOT in babbled utterances of five French-learning and five English-learning infants at ages 9 and 12 months. There was little or no difference between the languages for duration of positive VOTs, which were usually in the "short-lag" range. The duration of prevoicing also did not differ between languages, but the proportion of prevoiced utterances did (French-learning infants: 44.2% prevoicing; English-learning: 14.3%). Labial, alveolar and velar stops differed in VOT, with alveolar longer than labial and velar longer than alveolar, suggesting a mechanical cause. The lack of long-lag VOT indicates that the English-learning infants have not mastered aspiration by 12 months. The different proportions of prevoicing, however, suggest that the French-learning infants attempt to imitate the prevoicing that is used frequently (and contrastively) in their native language environment. The results suggest that infants are sensitive to the voicing categories of the ambient language but that they may be able to control prevoicing more successfully than aspiration.


The Early ON School Readiness Project is an emerging community-based model aimed at promoting the school readiness of 3- to 5-year-old children in a metropolitan area with a predominantly Latino (Mexican-American) population. Using an ecological approach, the multi-component program seeks to enhance school readiness opportunities for children at various levels. Key program components aim to improve community awareness, parent education, professional development for child care teachers, quality of child care environments, and transition to school. The model evolved through a community partnership initiated by the local government, involving nonprofit agencies and a university partnership. Child care environmental quality was measured by administration of the Early Childhood Environment

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Rating Scale-Revised Edition (ECERS-R; Harms, Clifford, & Cryer, 1998). To measure children's progress, the Developmental Indicators for the Assessment of Learning-Third Edition (DIAL-3; Mardell-Czudnowski & Goldenberg, 1998) was administered in the fall and spring of two consecutive school years. A sample of children was screened to gain insight regarding the developmental status of children in the project compared to a matched sample of children not involved in the project. Preliminary findings show the progress of children in key developmental areas during the initial and second year of program implementation in selected child care centers. In the baseline year, standard scores of children at the comparison sites were unchanged from fall to spring in all of the developmental areas measured by the DIAL-3; scores at the intervention sites, however, were higher at a statistically significant level for two subtests and the composite score. During the second year, all subtest scores and the composite scores were higher at the intervention sites in the spring as compared to the fall. Although additional research is needed, preliminary results suggest the emerging model shows promise for increasing children's developmental skills and abilities associated with school readiness.
Appendix
English Language Learners (ELL) Federal Interagency Initiative
ELL Search Categories and Terms

1. Alphabet Knowledge
   alphabets
   letters
   alphabet
   letter identification
   letter recognition

2. Language
   child language
   distinctive features
   expressive language
   expressive vocabulary
   grammar
   intonation
   language
   language acquisition
   language development
   language fluency
   language impairments
   language learning
   language processing
   language skills
   language typology
   lexical development
   lexicology
   listening comprehension
   metalinguistics
   morphemes
   morphology
   oral language
   pragmatics
   psycholinguistics
   receptive language
   receptive vocabulary
   semantics
   semiotics
   sociolinguistics
   speaking
   speech
   speech communication
   speech skills
   syntax

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ELL Search Categories and Terms

verbal communication
verbal development
vocabulary
vocalization

3. Concepts About Print
concepts about print
concepts of print
concept of word
directionality
conventions of print
print awareness

4. Environmental Print
environmental print
environmental text

5. Invented Spelling
invented spelling
developmental spelling
emergent spelling

6. Listening Comprehension
listening comprehension
aural learning
listening comprehension tests
verbal comprehension

7. Writing/Name Writing
name writing
writing name
emergent writing
writing skills
writing
early writing

8. Phonological Awareness
phonological awareness
phonemic
phonemic awareness
phonetic
phonological processing
phonological sensitivity
phonology
phoneme
phonological
rhyming
rhymes
blending
segmenting
sound categorization
sound isolation
sound awareness
sound identification
sound symbol correspondence
syllables
vowels
onset
rime

9. Phonological Short-Term Memory
phonological short-term memory
phonological memory
memory for sentences
digit span

10. RAN (graphological and nongraphological)
rapid naming
rapid automatized naming
rapid naming digits
rapid naming letters
rapid naming objects
rapid naming colors

11. Verbal IQ
verbal intelligence
verbal ability
verbal IQ

12. Visual Memory
visual memory
visuospatial memory
spatial memory

13. Visual Perceptual
visual perceptual
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ELL Search Categories and Terms

visual perception
word perception
form perception
binocular vision
eye fixation
stereoscopic vision
visual discrimination
visual tracking
visual spatial ability
visual spatial memory
visual coordination

14. Cognition
aptitude
attention
attention control
attention span
auditory perception
automatic processing
automaticity
cognition
cognitive ability
cognitive behavior
cognitive development
cognitive flexibility
cognitive functioning
cognitive load
cognitive models
cognitive process
cognitive processes
cognitive psychology
cognitive research
cognitive skills
cognitive strategies
cognitive structures
cognitive style
concept development
concept formation
conceptual change
conceptual tempo
encoding
information processing
intelligence
IQ
learning processes
long-term memory
memorization
memory
metacognition
perception
rapid naming
recall
recognition
retention
schema
schema theory
schemata
short-term memory
social cognition
visual perception

15. Motivation
affective domain
aspiration
attitude
curiosity
external motivation
fear of success
goal orientation
incentives
intention
interest
interests
internal motivation
learning motivation
motivation
motivation techniques
praise
reading attitudes
reading interests
reading motivation
rewards
satisfaction
self motivation
social desirability effects
success
16. Schooling
ancillary school services
bilingual curriculum
bilingual program
childcare
child caregivers
classroom environment
cooperative learning
day care
day care centers
day care effects
dual immersion
dual immersion program
dual language
dual language program
early childhood education
early experience
early identification
early intervention
Even Start
family day care
family literacy
Head Start
heritage language instruction
home language arts
home visiting
home schooling
immersion
independent reading
individualized reading
instruction
language arts
language enhancement program
language experience approach
language immersion
language immersion program
language status
maintenance bilingual program
play-based
prekindergarten classes
prekindergarten teachers
preschool
preschool clinics
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preschool curriculum
preschool environment
preschool experience
preschool programs
preschool teachers
reading readiness
reciprocal teaching
school environment
special education
sustained silent reading
teaching
transitional bilingual program	
two-way bilingual program

17. Home and Family

brothers
caregiver interaction
family
family (sociological unit)
family environment
family influence
family life
family literacy
family problems
family relationships
family support
fathers
grandparents
home experiences
home literacy environment
lower class parents
maternal education
middle class parents
mothers
parent and child interaction
parent aspiration
parent attitude
parent background
parent child relationship
parent education
parent influence
parent involvement
parent participation
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English Language Learners (ELL) Federal Interagency Initiative
ELL Search Categories and Terms

parent school relations
parental attitudes
parenthood education
parenting
parenting skills
parents
Parents as Teachers
siblings
sisters

18. Assessment
Assessment
authentic assessment
curriculum-based assessment
diagnostic assessment
educational assessment
evaluation
formal assessment
informal assessment
language assessment
language proficiency testing measures
native language assessment
observational assessment
performance assessment
portfolio assessment
second language assessment
screening assessment
standardized assessment
testing in L1

19. Literacy
beginning reading
bilingual
cloze procedure
composition
comprehension
consonants
content area reading
context clues
corrective reading
critical reading
decoding

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early reading
fluency
functional reading
illiteracy
independent reading
intonation
L1-L2 transfer
literacy
miscue analysis
native language literacy
oral interpretation
oral reading
pleasure reading
prosody
reader response
reading ability
reading achievement
reading aloud
reading diagnosis
reading difficulties
reading failure
reading improvement
reading instruction
reading programs
reading rate
reading skills
reading strategies
recall
recreational reading
remedial reading
sight vocabulary
sight word reading
silent reading
spelling
story grammar
story reading
structural analysis
text comprehension
text structure
think aloud
vowels
word recognition
word study skills
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writing
writing ability
writing achievement
writing development
writing difficulties
writing improvement
writing instruction
writing processes
writing skills
writing strategies

20. Age
early childhood education
early experience
infant development
infants
kindergarten children
kindergarten students
preschool children
preschool students
toddlers
young children

21. Population
Alaska native
American Indian
balanced bilingualism
bilingual
bilingualism
bilingual students
Canadian
Chicano
Chicana
code mixing
code switching
coordinate bilingualism
Creole
Cuban
culturally diverse
Dominican
English as a second language
English for speakers of other languages
English language learner
first language
French Canadian
French Creole
Hawaiian
Heritage language
Hispanic
home language
L1
L2
language competence
language death
language dominance
language loss
language maintenance
language minority
language proficiency
language shift
language threshold
language transfer
Latina
Latino
limited English proficient
limited English speaking
linguistically diverse
Mexican American
monolingual
mother tongue
multilingual
multilingualism
Native American
native language
native speaker
non-native speaker
Pacific Islander
Puerto Rican
semilingualism
Spanish American
Spanish speaking
second language
second language learner
sequential bilingualism
successive bilingualism
target language
third language effects

22. Research
   analysis
   applied research
   basic research
   case study
   constructivism
   constructs
   correlation
   correlational research
   critical ethnography
   critical research
   dependent variable
   descriptive research
   document analysis
   ethnography
   evaluation research
   experiment
   experimental research
   exploratory research
   findings
   grounded theory
   hermeneutics
   historical research
   hypothesis
   hypotheses
   independent variable
   inquiry
   instrumentation
   instruments
   interpretive research
   intervention
   interviews
   literature review
   measures
   meta-analysis
   meta-ethnography
   mixed methods
   methodology
   modeling
   nonexperimental research
   outcomes
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ELL Search Categories and Terms

participant observation
phenomenology
predictive research
policy research
protocols
qualitative research
quantitative research
quasi-experimental research
randomization
research
research review
results
sampling
single subject research
scientific inquiry
statistical analysis
study
survey research
surveys
thick description
ttrue experiment
variables
Appendix
English Language Learners (ELL) Federal Interagency Initiative
ELL Search Categories and Terms

Searches (Link all terms in each category by OR)

1. **Alphabet Knowledge + Literacy + Age + Population + Research**
   Link category 1 AND category 19 AND category 20 AND category 21 AND category 22

2. **Language + Literacy + Age + Population + Research**
   Link category 2 AND category 19 AND category 20 AND category 21 AND category 22

3. **Concepts about Print + Literacy + Age + Population + Research**
   Link category 3 AND category 19 AND category 20 AND category 21 AND category 22

4. **Environmental Print + Literacy + Age + Population + Research**
   Link category 4 AND category 19 AND category 20 AND category 21 AND category 22

5. **Invented Spelling + Literacy + Age + Population + Research**
   Link category 5 AND category 19 AND category 20 AND category 21 AND category 22

6. **Listening Comprehension + Literacy + Age + Population + Research**
   Link category 6 AND category 19 AND category 20 AND category 21 AND category 22

7. **Writing/Name Writing + Literacy + Age + Population + Research**
   Link category 7 AND category 19 AND category 20 AND category 21 AND category 22

8. **Phonological Awareness + Literacy + Age + Population + Research**
   Link category 8 AND category 19 AND category 20 AND category 21 AND category 22

9. **Phonological Short Term Memory + Literacy + Age + Population + Research**
   Link category 9 AND category 19 AND category 20 AND category 21 AND category 22

10. **RAN + Literacy + Age + Population + Research**
    Link category 10 AND category 19 AND category 20 AND category 21 AND category 22

11. **Verbal IQ + Literacy + Age + Population + Research**
    Link category 11 AND category 19 AND category 20 AND category 21 AND category 22

12. **Visual Memory + Literacy + Age + Population + Research**
    Link category 12 AND category 19 AND category 20 AND category 21 AND category 22

13. **Visual Perceptual + Literacy + Age + Population + Research**
    Link category 13 AND category 19 AND category 20 AND category 21 AND category 22

14. **Cognition + Literacy + Age + Population + Research**
    Link category 14 AND category 19 AND category 20 AND category 21 AND category 22

15. **Motivation + Literacy + Age + Population + Research**

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Link category 15 AND category 19 AND category 20 AND category 21 AND category 22

16. **Schooling + Literacy + Age + Population + Research**
   Link category 16 AND category 19 AND category 20 AND category 21 AND category 22

17. **Home and Family + Literacy + Age + Population + Research**
   Link category 17 AND category 19 AND category 20 AND category 21 AND category 22

18. **Assessment + Literacy + Age + Population + Research**
   Link category 18 AND category 19 AND category 20 AND category 21 AND category 22

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