

**NATIONAL PANEL ON THE DEVELOPMENT OF LITERACY
AMONG LANGUAGE-MINORITY CHILDREN AND YOUTH**

Washington, DC Regional Meeting to Gather
Information from the Education Community

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Public Outreach Meeting

Tuesday, September 24, 2002

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P R O C E E D I N G S

[9:00 a.m.]

Opening Remarks

DR. CHRISTIAN: Good morning. Thank you all for being prompt and ready to start on time. That's terrific. I'm very impressed.

I'm Donna Christian, and I'm the president of the Center for Applied Linguistics. On behalf of CAL, I would like to welcome you to the Outreach Meeting of the National Panel on the Development of Literacy Among Language-minority Children and Youth. We and our partners at SRI, International are very pleased that you have joined us today to give us your views on the important work that is being undertaken by the panel.

I have a few introductory comments, and then we will move on with the agenda. First of all, I would like to let you know that this session is being recorded and transcribed, and we plan to post the transcript along with any written comments that are submitted from the field on the section of CAL's website that is devoted to the National Literacy Panel.

We also held an outreach meeting in Los Angeles

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1 last week, and the same is true for that, the transcript
2 and written comments submitted will be posted on the
3 website.

4 As you can see from the agenda, and I hope
5 everyone has a copy of the agenda, we have some
6 introductory remarks to set the context for this meeting
7 and to provide an overview of the panel. Then we plan to
8 hear from those individuals who have let us know that
9 they would like to speak for about five minutes each.

10 Following those speakers, we expect to have
11 some time available for any additional speakers who have
12 indicated that they would like to say something, and then
13 probably some time for any follow-up comments in general.

14 I would also like to mention that members of
15 the Panel, and of the staff that is working with Panel,
16 are here today to listen to your comments and to take
17 those comments back to the full Panel. So we will not be
18 responding directly to questions or comments that are
19 made today. We need to take them back to the full Panel
20 and let the full Panel consider them.

21 I would also like to thank a number of people
22 who have worked very hard to make this meeting possible,

1 in particular, Grace Burkart and Jill Woodell in the back
2 of the room, and Christina Card, who was greeting you at
3 the refreshments table, from the Center for Applied
4 Linguistics. I hope that you will feel free to call on
5 any of them, and also myself, if you have any questions
6 or you need anything.

7 I would also like to thank Marilyn Gillespie
8 and Mary Beth Donnelly from our partners at SRI,
9 International, who have been organizing the Outreach
10 Meetings.

11 Please let us know if you need anything. If
12 you don't have a chance to say everything that you would
13 like to say today, please send us your comments in
14 writing, either through the place on the website where
15 you can submit comments, or feel free to Email one of the
16 staff with an Email attachment having your comments
17 attached.

18 Now to get us underway, I would like to
19 introduce Marilyn Gillespie, who is the program manager
20 at SRI, International.

21 **Project Overview**

22 MS. GILLESPIE: Hi, everyone and welcome on

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1 behalf of SRI. My charge is to give you a really brief
2 introduction to the project.

3 Some of you may already know a bit about the
4 project, but just in case, last year SRI, International
5 and the Center for Applied Linguistics were awarded a
6 contract from the Office of Educational Research and
7 Improvement -- and you will see the name there -- "a
8 national literacy panel to conduct a comprehensive,
9 evidence-based review of the research literature on the
10 development of literacy among language-minority children
11 and youth," a long title. The working title that we use
12 is the National Literacy Panel on Language-minority
13 Children and Youth.

14 The study involves a two-year process, during
15 which a national panel of 14 researchers, including Tim
16 Shanahan, who is the chair, will develop an objective
17 research review methodology, they will be surveying the
18 research literature, analyzing the documents, and then be
19 developing a report based on this analysis. Diane is
20 going to tell you more about that.

21 The information contained in this report, we
22 hope, will be widely disseminated. So this is the second

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1 of two regional meetings at the beginning of the project.

2 There will also be two regional meetings, one on the
3 West Coast and one on the East Coast, after the draft of
4 the report is ready.

5 The meeting in Los Angeles was last Thursday,
6 and there were 25, 27 speakers. There were quite a
7 number of people, and we will be transcribing their
8 written testimony over the next two weeks or so, and then
9 getting it up on the Web.

10 This slide may be redundant. I don't think I
11 need to tell anybody in this room about the need for this
12 study. That's what you're here to tell us. We all do
13 know that the numbers of immigrant children in the U.S.
14 is growing dramatically, and yet, while their numbers
15 have increased, they continue to lag significantly behind
16 their English-proficient peers in reading.

17 While there have been previous reviews of the
18 research literature and panels to look at reading among
19 native speakers of English, there hasn't been a study of
20 this population that has benefitted from the oversight of
21 a panel and support from a panel.

22 Just briefly, in terms of the administrative

1 structure, we are extremely fortunate to have Diane
2 August directing this study. It's been a pleasure to
3 work with her and benefit from her expertise, as I know
4 the Panel would agree.

5 So overall, Diane is the project director. The
6 bulk of the work of managing the Panel and working on the
7 report is being conducted by CAL. SRI is responsible for
8 administrating the DeMado contract from the Department of
9 Education. Since our main office is in Menlo Park,
10 California, we oversee the West Coast Panel Meetings and
11 Outreach Meetings.

12 That is a general overview of the project.
13 Someone whose name is not up there but who has been
14 extremely instrumental in conceiving the project to begin
15 with and in shepherding it through, is Gil Garcia, who is
16 our project manager. I think now he is going to say a
17 few words about the charge of the Panel.

18 **Agenda Outline/Charge of the Panel**

19 MR. GARCIA: Certainly, from my colleagues in
20 the U.S. Department of Education, the Office of Education
21 Research and Improvement, and specifically where I am in
22 the National Institute on the Education of At-Risk

1 Students, a hardy welcome to Washington for those of you
2 who are outside of Washington, and a hardy welcome to CAL
3 for those of you who are working colleagues here in DC.

4 I thought I would just go over some of the
5 decision points that have brought us to this point here
6 in time and in the work that the National Literacy Panel
7 is doing. One of the first decision points, an
8 incredibly one to us, but it was an easy to one to answer
9 yes to, was whether we needed to extend our initiatives
10 in diversity education.

11 For a number of years now, we have been funding
12 the University of California, Santa Cruz, CREDE Research
13 Centers, one of our leading diversity education research
14 centers -- of the 12 centers that we fund, that's the one
15 that is focused primarily on linguistically and
16 culturally diverse student issues -- and whether we
17 needed to extend our initiatives from the work that we
18 started two years ago in our partnership with the
19 National Institute on Child Health Development.

20 This is our DELSS Bi-Literacy Research
21 Initiative. We have eight grants ongoing in that
22 initiative, and I'm proud to say that every last one of

1 them is producing information and guidance, and an
2 understanding of what it means to educate English-
3 language learners who are transitioning from Spanish to
4 English. So that was a yes, that decision point.

5 The next decision point was whether we needed
6 to convene a formal panel of scholars to review and
7 synthesize the research literature on literacy. Well,
8 that was an easy yes. Our next decision point was
9 whether we needed to consider both of the literacy
10 research literatures or sub-literatures, reading and
11 writing, and that was a relatively easy yes.

12 Interestingly enough, at the IRA Conference in
13 Scotland this past summer, where we invited to present
14 some of our bi-literacy research, it became pretty clear
15 to me as a participant/observer and visitor to Scotland,
16 that certainly in the United Kingdom their emphasis on
17 writing and writing research seems to be more pronounced
18 than the emphasis here in this country. It doesn't mean
19 that we're lagging behind, it's just that I think that
20 the balance is more evident there than it is here. So
21 that was an easy decision point.

22 The next decision point was whether we needed

1 to begin with the literature on the broad population of
2 "Language-minority Children and Youth." That title is
3 intentional and it is purposeful, if that's not
4 redundant. There is a broad population of language-
5 minority children and youth that constitute a large part
6 of our student population in American schools. Some of
7 them are third-and fourth-generation American-born
8 language-minority children, and some of them are recent
9 immigrants.

10 So our position was that this panel of scholars
11 and the body of literature needed to start with the
12 widest net. While we might ultimately end up with the
13 strongest statements about English-language learners,
14 because that is where a lot of the literature has focused
15 over the years, it is the case that we're interested in
16 learning as much as we can, given the time and the
17 energies that these 14 panelists are going to expend, as
18 well as SRI and CAL, to end up with a comprehensive set
19 of findings, as well as guidance to schools that are
20 engaged in serving language-minority children and youth,
21 and all of the sub-populations that make up this broad
22 population. So that was a relatively easy yes.

1 The next decision point was whether we would
2 award a contract to the National Research Council, which
3 has convened panels of this type in the past, or whether
4 we would award a contract through the Department's
5 procurement process. As far as I was concerned, that was
6 an easy yes for us to arrive at. Of course, we would do
7 it ourselves. We went through the process of awarding
8 this contract, and lo and behold, SRI and CAL came up
9 with the winning proposal, and we were ecstatic and
10 honored that we would be working with two such great
11 organizations.

12 Then finally, the decision point was whether,
13 in the process of developing the statement of work, we
14 would build in outreach meetings before too much work got
15 done, as well as outreach meetings after, at least, the
16 first working draft of this very important document
17 needed to be presented to the public. This is what
18 you're engaged in today.

19 As Marilyn said, and as you well know, there
20 was an outreach meeting in Los Angeles, and now we are in
21 Outreach Meeting No. 2. I think the need for such
22 meetings is self evident. We must have, and continue to

1 have, contact with you the policymakers, you the
2 researchers, you the organizational executives, who will
3 no doubt take the findings of this final report when it
4 comes to be in 2004 and use it wisely.

5 Then lastly, from my own perspective, I view
6 2004 as an incredibly exciting year. This report will be
7 seeing fruition of the CREDE Research Center at Santa
8 Cruz, and the University of Houston will be wrapping up
9 its major synthesis of the literature on diverse student
10 education by 2004. The DELSS research project, at least
11 the biggest ones, one of which Diane heads, and the other
12 one, David Francis from Houston heads, will be coming to
13 fruition.

14 So we will have input from these multiple
15 initiatives that should make for a very exciting 2004.

16 Thanks.

17 **Panel Overview**

18 DR. AUGUST: What I'm going to talk to you
19 about, very briefly, because, really, we're here to
20 listen to all of you, is the process that we're going
21 through to produce a research synthesis. The way I'm
22 going to describe the process, really, is to tell you

1 about the meetings that we have -- we're going to use
2 those as benchmarks -- and to talk to you a little bit
3 about what happens before each meeting, what happens
4 during the meeting, and so on.

5 So our first meeting was in May 2002, but prior
6 to that meeting, we had to figure out how to constitute
7 the panel. We proposed a group of panelists and
8 submitted this list to OERI. OERI made the final
9 decision about the constitution of the panel.

10 At the first meeting, the panel members helped
11 organize the National Literacy Panel. We identified
12 search tools and procedures for conducting the synthesis.

13 We established a conceptual framework to guide our
14 review. We had to begin to think about, what are the
15 pressing issues that this synthesis needs to address. We
16 had to establish initial review procedures and a schedule
17 for major events.

18 The second meeting was in July 2002. You begin
19 to notice, very soon, that we are on a very fast timeline
20 here, and there is a lot of work that is taking place
21 between each meeting. Before the July meeting, what we
22 did was we searched five or six electronic databases.

1 The research associates affiliated with the study coded
2 the abstracts of all the relevant research. This
3 amounted to about 5- or 600 abstracts.

4 We were trying to figure out, of this huge body
5 of research on language-minority children and youth,
6 which studies are the studies of interest based on the
7 research questions that we are beginning to pose. I
8 mean, this is a work in progress because at each meeting,
9 as we get more information, things are refined and
10 changed.

11 Clearly, this Outreach Meeting is very
12 important to us because we are continuing, really, to
13 think about, what are the key research questions. Your
14 input will be very helpful and very useful, but we did do
15 a very extensive electronic search, looking at all
16 published research. It also included technical reports
17 and dissertations. We summarized all this work in a
18 report. So this happened, actually, between Meeting 1
19 and Meeting 2, May and July.

20 At the second meeting, the panel members
21 discussed this initial search and decided which research
22 to fully review, because again, as you collect more

1 information you refine your ideas and thoughts about what
2 the research question should be and what research should
3 be included. We finalized the review procedures. An
4 Internet website had been developed, which the panel had
5 a chance to review, and we discussed plans for outreach.

6 [Slides shown.]

7 DR. AUGUST: Now we've had two outreach
8 meetings, so this is sort of where we are in the process
9 right now. We've done a very comprehensive of the
10 literature. We searched, I think, seven electronic
11 databases. We've done additional searches, also. We've
12 done hand searches of key journals, for example, to make
13 sure that we really have access to all the research out
14 there to access.

15 Our third meeting will be in October, and
16 during that meeting we're going to present information
17 from the Outreach Meetings. As Donna mentioned, we had
18 one Outreach Meeting in L.A., and this is our East Coast
19 Outreach Meeting.

20 The subcommittees will present information from
21 their initial review. We've developed a coding
22 instrument now, and the subcommittees will have had a

1 chance to try out the coding instrument with the full
2 studies. We will finally decide how to synthesize
3 research across the different research methodologies and
4 domains.

5 So all this is very daunting because we are
6 reviewing not only quantitative research, but also
7 qualitative research. We are, right now, taking a very,
8 very broad look at the research.

9 The fourth meeting will be in March 2003. At
10 that meeting, the subcommittees will meet again. They
11 will have finished coding all the research, and they will
12 have synthesized the research and prepared a first draft.

13 So the purpose of that meeting, really, is to look at
14 the first draft and see what kind of information we still
15 need to collect and think about.

16 Our fifth meeting is in October 2003, about a
17 year from now. Prior to that meeting, the subcommittees
18 will have met to prepare penultimate drafts of the
19 report, develop a searchable database, and we will have
20 conducted our second set of Outreach Meetings. During
21 the fifth Panel Meeting, we will respond to this
22 penultimate draft of the report and we will take the

1 comments from our second set of Outreach Meetings back to
2 the Panel and make suggestions, also, for dissemination
3 of the report.

4 Finally, the report is going to submitted in
5 February 2004, so the final stage between the final
6 report and the fifth meeting will be, really, to give
7 panelists a chance to make revisions to the draft. We
8 will prepare an executive summary, and we will deliver
9 the final report.

10 I should mention one other thing, and that is,
11 we will also have several external reviewers who will
12 have an opportunity to look at the draft and give us
13 feedback and comments.

14 This just gives you a really quick overview of
15 the process. Again, we're on a really fast timeline
16 because, right now, in the database, we have about 900
17 studies. This is interesting to me because a lot of
18 people will tell you that there is no research on
19 educating or looking at the development of literacy in
20 language-minority students.

21 In fact, the Department insisted on some
22 preliminary work, just to make sure that there was a body

1 of research to review and synthesize. Given the criteria
2 we've set, we really do have approximately 900 studies
3 that have appeared in peer reviewed journals. This
4 doesn't include about 200 dissertations, which we also
5 have in the database, and the technical reports.

6 So there is a large body of literature that
7 we're reviewing, and we hope that in the end we will
8 produce a very comprehensive and thoughtful synthesis
9 that will be useful to policymakers and practitioners as
10 they try to develop sound literacy programs for language-
11 minority children acquiring literacy in a second
12 language.

13 So I think at this point I would be glad to
14 take a couple questions. Yes, Cathy?

15 QUESTION: What are the subcommittees?

16 DR. AUGUST: We've divided ourselves in
17 subcommittees to look at the different issues surrounding
18 language-minority research. We have a subcommittee
19 looking at assessment issues because it's very important
20 to the field. We have a subcommittee that is looking at
21 the context in which language-minority children are
22 schooled and educated.

1 The whole purpose here is, we've learned a lot
2 from research that examines practices in classrooms. A
3 lot of this research is qualitative in nature, and we
4 feel it's very important to review. We have a group
5 looking at effective interventions for bolstering
6 literacy in language-minority children. We have a group
7 looking at the transfer of literacy skills from a first
8 to a second language. We have a group looking at the
9 development of literacy by language-minority children in
10 their second language, and we have a group looking at the
11 role of oral language proficiency in the development of
12 literacy.

13 QUESTION: There are six?

14 DR. AUGUST: Yes, there are six groups. There
15 were five, now there are six.

16 QUESTION: Did you do an international review?

17 DR. AUGUST: Yes, we did.

18 QUESTION: The parameters of the review. At
19 the moment -- now, again, this is a work in progress --
20 we're looking at research where the population of
21 interest is language-minority, where the acquisition of
22 literacy is the acquisition of literacy in a societal

1 language, but that doesn't mean English. But we decided
2 that we would only review studies that were written in
3 English because otherwise it gets to be very difficult,
4 because you can't then agree, well, if we have expertise
5 in Spanish, which we do, we would just review that body
6 of research. So we decided that that would be one
7 constraint.

8 We're looking at research published in peer
9 review journals, we're looking at dissertations, and
10 we're looking at technical reports.

11 I'm thinking of some of the other parameters
12 here. Those are the major parameters that we're using at
13 the moment to define the research that we are looking at.

14 The research has to address those issues that I raised,
15 which are very broad, as you can see.

16 Yes?

17 QUESTION: How are you handling the difference
18 between language-minorities as the broad category, and
19 ELL, specifically? Are you differentiating there, or
20 lumping them all together? How are you handling that?

21 DR. AUGUST: In the way the research is
22 reported, clearly we're going to differentiate, to the

1 extent that we can. There is some research that is very
2 specific to English-language learners, and other research
3 that applies to language-minority children. So the
4 findings will be reported as such.

5 Yes?

6 QUESTION: Do you have a cut-off date?

7 DR. AUGUST: A cut-off date for?

8 QUESTION: Research review.

9 DR. AUGUST: We are very open. I mean, this
10 meeting is not just to bring you all here to waste your
11 time.

12 QUESTION: I wasn't talking about recently, I
13 was talking about historical.

14 DR. AUGUST: Oh sorry, historical. 1980.

15 QUESTION: 1980?

16 DR. AUGUST: Yes, we're studying 1980 as the
17 cut-off. Although, one of the methods that we use to
18 locate research studies, besides systematically searching
19 these databases, was to look at all the reviews that have
20 been done on educating language-minority children. That
21 amounted to 40 or 50 reviews since 1980. We went through
22 reference lists of every single review to make sure that

1 all the key studies that met the criteria we had
2 established were included in the database.

3 QUESTION: According to the 1980 date?

4 DR. AUGUST: Yes, exactly. I mean, right now
5 there are 14 of us. We have about a year to get this
6 report out.

7 Yes, Tim?

8 QUESTION: Do your 900 reviews include the
9 dissertations?

10 DR. AUGUST: No.

11 QUESTION: So those are extras. The second
12 thing is, do the reviews include anything on kids with
13 disabilities?

14 DR. AUGUST: Yes.

15 QUESTION: It does.

16 DR. AUGUST: Yes.

17 QUESTION: Hearing disabilities? By any
18 chance, hearing disabilities?

19 DR. AUGUST: Yes, hearing disabilities.

20 [Laughter.]

21 DR. AUGUST: Some of you may think you have
22 hearing disabilities in the back of the room. I'm trying

1 to project my voice.

2 Yes. Any other questions? I'm just going to
3 take a couple more, and then we need to go on.

4 QUESTION: The study is focusing only on L1
5 kids learning L2 reading?

6 DR. AUGUST: L1, yes. Well,
7 language-minority --

8 QUESTION: The language-minority kids who are
9 learning to read in another language, other than their
10 first language.

11 DR. AUGUST: Yes. Although, if the study also
12 looks at the acquisition of literacy in their first
13 language, clearly that study would be included in the
14 database. You know, actually, that is one of the
15 questions that we're still thinking about, whether to
16 include studies that look at language-minority children
17 acquiring literacy in their first language, regardless of
18 whether the study reports on the acquisition of literacy
19 in their second language.

20 QUESTION: That's what I was wondering.

21 DR. AUGUST: Yes, I know. That's what you were
22 wondering about. If we had confined this research to

1 just U.S.-based research, I would have said definitely
2 yes, but we're looking at all research published in
3 English, and there is a lot of research from other
4 countries that are published. So that means we would
5 have to look at

6 QUESTION: And enormous --

7 DR. AUGUST: Yes, exactly. So the question is,
8 how many additional studies would that be. The RAs are
9 looking at that right now for me.

10 Yes?

11 QUESTION: Are you looking just at the primary
12 school children, or are you also looking at the older
13 learners at the secondary school age?

14 DR. AUGUST: Three through 18.

15 DR. AUGUST: Through 18?

16 DR. AUGUST: Yes. Age three through age 18.
17 If the study includes kids that are 17 and adults, we
18 will incorporate the study, but we won't look at studies
19 that look at just the population of people older than 18.

20 QUESTION: So it would include, say, high
21 school students of a second language and how they're
22 acquiring --

1 DR. AUGUST: Yes, absolutely. Absolutely, yes.
2 We're very interested in looking at secondary school-
3 aged children.

4 Yes?

5 QUESTION: Diane, will this research study
6 inform the other research study in DELSS that is going
7 on, especially around the -- or vice versa? Will they
8 inform each other?

9 DR. AUGUST: It certainly has the potential to
10 do that. I mean, I think we're doing an amazingly
11 thorough job here, just the fact that we found about 900
12 studies that meet the criteria I've just specified.

13 I'm telling you, besides the seven or eight
14 databases we searched, we've done hand searches of 16 of
15 the journals where most of the research appears. We've
16 looked at the reference lists for 50 reviews to make sure
17 all of those studies are included.

18 It's gratifying to me because I hear panelists
19 saying, oh this is a really interesting study. I work in
20 this field and I've never seen it. I mean, to me, that's
21 very gratifying because I think so far, this has been an
22 extremely systematic look at what is out there.

1 Yes?

2 QUESTION: Are any of the 14 people on your
3 panel, is English their second language?

4 DR. AUGUST: Yes.

5 **Introduction of Panel Members**

6 DR. AUGUST: Okay, I've been asked to continue
7 here. I will be around later if anybody wants to ask me
8 any other questions.

9 We have a really wonderful panel. One of our
10 panelists is here, Margarita Calderon, who is a research
11 scientist at Johns Hopkins University. She is based in
12 El Paso. English is her second language. Spanish is her
13 first language. She is bi-literate, bi-cultural.

14 Margarita, do you want to say a few words?

15 DR. CALDERON: Si. Claro que si. I just want
16 to say that I'm also part of the Context for Literacy
17 Development Subcommittee, and this subcommittee is really
18 interested in looking at context from socio-cultural
19 variables, as well as some of the teacher impact on the
20 development of literacy. So we're looking at a
21 combination of factors that we feel are part and parcel
22 of the context where literacy develops.

1 DR. AUGUST: I'm going to go through this list
2 quickly. Many of the other panelists actually were at
3 the L.A. meeting, and they include Timothy Shanahan, who
4 is a professor at the University of Illinois at Chicago.
5 He happens to be chairing the panel. We are very
6 fortunate to have Tim agree to do this. He did chair the
7 National Reading Panel, which looked at the development
8 of literacy in English-only children that was funded
9 recently by NICHD.

10 Georgia Garcia is an associate professor at the
11 University of Illinois, Urbana-Champaign, in the
12 Department of Curriculum and Instruction. David Francis
13 is a professor at the University of Houston, and he is
14 currently chair of the Department of Psychology. Robert
15 Rueda, whose first language may also be Spanish, is a
16 professor at the University of Southern California in the
17 Division of Learning and Instruction. Bob Slavin is
18 principal research scientist and director of the Center
19 for Research on the Education of Students Placed At Risk
20 of School Failure.

21 Did I get it? At Risk, okay.

22 Esther Geva, associate professor at the

1 University of Toronto. She is affiliated with the
2 Ontario Institute for Studies in Education. Keiko Koda
3 is an associate professor at Carnegie Mellon in the
4 Department of Modern Languages. Linda Siegel is a
5 professor in Educational and Counseling Psychology and
6 Special Education, University of British Columbia.

7 Isabel Beck is a senior scientist, University
8 of Pittsburgh, Learning Research and Development Center.

9 Claude Goldenberg is a professor at California State
10 University, Long Beach, in the Department of Teacher
11 Education. Michael Kamil is a professor at Stanford
12 University, School of Education. Fred Genesee is a
13 professor at McGill University in the Psychology
14 Department.

15 We're very fortunate to have Fred Erickson, who
16 is a professor at UCLA, the Graduate School of Education
17 and Information Studies, consult to the project as a
18 qualitative researcher. And Gail McKoon -- sorry -- is a
19 professor at Northwestern University and brings a lot of
20 expertise in cognitive psychology to bear on the project.

21 I think the panel is very diverse in terms of
22 their research experience and background, and I think

1 we're very fortunate to have the panel we do. It's been
2 a very interesting couple of meetings, lots of different
3 perspectives, and I'm sure we're going to produce a very
4 good synthesis.

5 So now where are we? Before we take testimony
6 from the people who have requested to actually stand up
7 here and yell so they can be heard across the room, I
8 thought it would be really nice if everybody introduced
9 themselves, just your name and your affiliation, and a
10 couple other words if you want.

11 [Introductions.]

12 **Public Comment Session**

13 DR. CHRISTIAN: We'll transition now into our
14 time of the scheduled speakers. I believe you all have a
15 list, and we're going to follow pretty much in the order,
16 except if we have word that someone is going to be late
17 or whatever, we may alter the order a bit, but if you can
18 prepare yourselves to come up after the speaker listed
19 before you.

20 Our first speaker is Roland Tharp. We will see
21 how this system works. If you can get to a microphone.

22 **Comments by Roland Tharp**

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1 as severe, and are quite enlightening as the study
2 directly of other primary language codes. So I would
3 hope that you would at least include Creoles.

4 Second, I gather from what you have said, that
5 you are going to include indigenous languages?

6 DR. AUGUST: Yes.

7 MR. THARP: Okay, good. Then I can drop that
8 topic. I won't have to urge that if you're going to do
9 so. I could report to you that the CREDE group in
10 Northwest Regional Lab have just been awarded a contract
11 for surveying the literature with an eye toward the
12 feasibility of a national research study for culture- and
13 language-based programs for Native Americans. We will
14 have completed that literature review well within the
15 time length that might be useful to you. So after
16 consulting with my colleagues, I would very happy to send
17 that to you if it would help.

18 DR. AUGUST: I should qualify my comment about
19 yes to indigenous languages. We are studying them if the
20 population are language-minority. So we probably
21 wouldn't study a fifth or sixth generation Native
22 American who lived in L.A. and spoke only English, given

1 the parameters of the study.

2 MR. THARP: Certainly, most of this work is
3 clearly identified as second language.

4 DR. AUGUST: Right.

5 MR. THARP: It could be clearly identified. I
6 hope that the panel will consider that carefully,
7 although it may very well be true that certain Navajos,
8 for example, in L.A. are not second-language learners,
9 particularly. Almost everybody on the reservation,
10 whether or not it says so in the report, are English-
11 language learners.

12 DR. AUGUST: Right, absolutely.

13 MR. THARP: Okay, good. I hope that that will
14 be included. That is of vital importance, and growing
15 every day as more and more Native American tribes are
16 seeing that preservation of their culture lies in the
17 preservation of the language. As a consequence, more and
18 more primary language, traditional language, is being
19 introduced into schools. So it comes into play now to a
20 greater degree than it ever has before. And so, I hope
21 you will find some amount of attention to pay to it.

22 The last point I wanted to make is this, and

1 this grows out of, of course, my own corner of the field,
2 and of CREDE's, and that is, at CREDE we have studied the
3 literacy development of English-language learners in
4 those studies that have featured issues of primary
5 language support in one way or another. This is
6 sometimes called bilingual education. So that, there are
7 a variety of studies. There is no way you would overlook
8 that, since most of the panel have contributed most of
9 that literature. I realize that you will not.

10 [Laughter.]

11 MR. THARP: I also wanted to make the point,
12 however, that another very great accomplishment -- and
13 I'm going to remind you of this, even though I know all
14 of you know it, but just as another way of looking at it
15 -- we have accumulated, over our 32 research projects,
16 considerable knowledge about the way that English-
17 language learners' literacy can be advanced without first
18 language support, or independently of first language
19 support. That is to say, in a basic pedagogy that may or
20 may not involve the use of first language support.

21 Is that point clear? I think it's an extremely
22 important issue for multi-lingual classrooms, as well as

1 in some parts of the country where policy almost forbids
2 first language support. So that we have to rely on a
3 certain pedagogy, and that pedagogy can facilitate the
4 development of literacy.

5 I hope you will attend to that literature.
6 It's easy to find. Most of that work is on the CREDE
7 website.

8 DR. CHRISTIAN: Thank you.

9 DR. AUGUST: Thank you very much.

10 DR. CHRISTIAN: Our next speaker is Jim Boulet.

11 **Comments by Jim Boulet**

12 **Executive Director, English First**

13 MR. BOULET: Good morning. We at English First
14 have done a study on bilingual education, which I
15 submitted to Grace Burkart as I came in today, and I hope
16 that can be part of the record. It's a 25 pages long,
17 with lots of footnotes. If anybody here wants a copy to
18 critique it, contact me at English First,
19 jboulet@englishfirst.org, or give us a call, 703-321-
20 8818. Then you will know what I'm talking about.

21 I'm just going to hit a few quick points in the
22 five minutes I have allowed. I asked to speak on the

1 need to broaden the research base for bilingual
2 education. We at English First have come to the
3 conclusion that most of the research in this area has a
4 very Alice-In-Wonderland quality. It appears bilingual
5 education has taken as necessary, and we will find the
6 justification wherever we can.

7 There are several ways that this is done. The
8 first is to assign general need assessment to committed
9 advocates of a particular approach or method: Let's see
10 what sport Mark McGuire prefers. You will see this in
11 the studies, and I think this is very important to keep
12 in mind. When you guys are synthesizing 900 studies, you
13 will find that some of these studies include bilingual
14 education as a moral imperative.

15 Now, I like morals. I believe in that. As an
16 educational justification, I think that is limited. I
17 think that any study written by Steven Krashen, Jim
18 Cummins, or Kenji Hakuta, you will have a pretty good
19 idea what it is going to say without asking or without
20 reading it. In fact, if you look at a study and it
21 primarily uses as footnotes Steven Krashen, Jim Cummins
22 and Kenji Hakuta, it's a political tract, rather than a

1 research product.

2 The second flaw that we see in the studies are
3 undescribing the desired outcome, or, I'm not sure what I
4 want but I'll know it when I see it. This is where
5 today, you're going to hear those of us who have asked to
6 speak talk past each other. This is something the Panel
7 really needs to look at, which is, what is the goal of
8 bilingual education. If the goal is to teach English,
9 then we need to be explicit there. If the goal is
10 language and cultural maintenance, let's be explicit
11 there.

12 This has been fudged a little bit in the legal
13 area. What we have seen and what we recommend at English
14 First is that the public schools teach the national
15 language, and let the parents teach the home language.
16 We think that is best.

17 The previous speaker was referring to Creoles.

18 I would point out that a student from Haiti who comes to
19 the United States is educated in Creole, even though the
20 language of instruction in Haiti is in French. So we
21 need to be looking at some of these issues.

22 The one key thing to look at in the research

1 literature, the other side will refer to goals. Their
2 goal is to teach English. We think that there should be
3 studies that say English as a result. And that is what
4 you need to be looking at. There are so many good
5 intentions in this area. To function in the United
6 States, it's good to know a second language; it's better
7 to know a third, but if you don't know English, you will
8 be under-employed.

9 You also need to look at a lot of these studies
10 failed to define critical mass: If two of my neighbors
11 like this, the world can't be far behind. What we have
12 seen is that the mainstays of most favorable research on
13 bilingual education are a small number of researchers and
14 a handful of success stories. A program supported by
15 three people which may have marked once or twice is not a
16 proven success. We urge you to look at replicability.

17 What we see the other side doing is, everything
18 good that comes out of any bilingual education program is
19 attributed to the program; any failure in achievement
20 tests in learning English is attributed to something, be
21 that parents, or education spending, or the flaws of
22 achievement tests, or the phase of the moon, or whatever.

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1 We really need to be more explicit about what
2 we are trying to accomplish. These kids are counting on
3 you. I thank you for this time.

4 DR. AUGUST: Thank you very much.

5 DR. CHRISTIAN: Our next speaker is Cathy
6 Roller.

7 **Comment by Cathy Roller**

8 **Director, Research & Policy, IRA**

9 MS. ROLLER: Hi. I'm Cathy Roller. I'm from
10 the International Reading Association. I'm their
11 director of Research & Policy.

12 This issue, multiple language literacy
13 development, is a major one for the Association, and
14 several of the speakers noted that we had an initiative
15 in Scotland. One of our objectives is to develop a
16 cross-national multiple language literacy agenda. So
17 we're delighted to see that we have at least gone to
18 Canada for some of our panel.

19 I also wanted to say that there are some
20 studies, for example, there was one funded by OBEMLA,
21 which is not now OBEMLA, that are bibliographies of
22 research done in Latin America and the Iberian peninsula.

1 I am really pleased to see that the international
2 research, at least in English, is being considered.

3 One of the real issues for the teachers that we
4 deal with across the country and around the world is:
5 What should I do? I don't think we can emphasize to the
6 Panel enough how important it is to keep that basic
7 question in mind as we do this literature review. For
8 example, many, many of the questions we get are: What do
9 I do as a teacher when I do not speak the language of the
10 second-language learners in our classrooms? There are
11 large sections of the country where that is the
12 predominant situation.

13 I want to urge that the subcommittees, all
14 along, look at the crossover. For example, it is really
15 important, I believe, that the Context Group overlap with
16 the Intervention Group. That may be difficult because
17 the types of research done in those two areas are often
18 very different. So I would urge the Panel to really take
19 consideration of all the conditions under which language-
20 minority children are being schooled.

21 Perhaps particular situations aren't optimal,
22 but there have to be optimal practices for those non-

1 optimal situations. We really need to be focusing on
2 that because that is where most of our teachers, both in
3 the U.S. and, to some extent, across the globe, are
4 functioning. Thank you.

5 DR. CHRISTIAN: Thank you very much.

6 Our next speaker is Patricia Loera.

7 **Comments by Patricia Loera**

8 **Legislative Director, NABE**

9 MS. LOERA: Good morning. Buenos dias. On
10 behalf of the National Association for Bilingual
11 Education, I just wanted to commend the Panel for the
12 important work they are going to finish in about 24
13 months.

14 America's rapidly changing demographics make it
15 imperative that adequate services be available to our
16 nation's limited-English proficient students. Many of
17 them are newcomers to this country, and adequate services
18 are needed for them to achieve to the American dream and
19 help them make our country stronger.

20 NABE emphatically believes that given the
21 appropriate tools and support, limited-English proficient
22 students will rise to the highest levels of academic

1 achievement.

2 As you conduct the comprehensive, evidence-
3 based review of the research literature on the
4 development of literacy among language-minority children
5 and youth, we fully expect that the research will
6 validate the use of native language instruction to
7 support the development of strong literacy skills.

8 Furthermore, we are confident that the research
9 and outcome of the Panel report will only underscore the
10 importance of specialized instruction to address the
11 unique educational and linguistic needs of these
12 students, regardless of the language of instruction.

13 Given the dramatic increases in the number of
14 English-language learners attending our nation's schools,
15 and the severe need for training and technical assistance
16 of educational personnel, we urge the Panel to: study the
17 process of learning to read in a second language at
18 different age levels and at different stages of
19 schooling; include research that compares the long-term
20 effects of literacy instruction in English for non-
21 English speakers; create a research-based framework for
22 practitioners to use in linking native language and

1 English language assessment results to appropriate
2 literacy instruction for English-language learners;
3 create a framework for practitioners to use in
4 determining factors that should be taken into account in
5 deciding the role of native language, in teaching reading
6 to children whose first language is not English; and
7 last, whatever the recommendations are of the Panel, we
8 urge that those recommendations be translated easily and
9 quickly into daily practice for practitioners.

10 Thank you.

11 DR. CHRISTIAN: Thank you very much.

12 Our next speaker is Gudrun Martyny.

13 **Comments by Gudrun Martyny**

14 **Foreign Language Specialist**

15 **Fairfax County Public Schools**

16 MS. MARTYNY: I stand here before you
17 representing the public school system, who is actually
18 doing the education and teaching the children. We are
19 teaching children, and we are teaching adults. We are
20 teaching English to speakers of other languages across
21 the spectrum.

22 We just initiated, and this part of why I'm

1 here, we just initiated a new program, which I realize is
2 in existence across the nation, but it's new for us. It
3 is a kindergarten program. But in Fairfax County,
4 kindergarten is only half day. So what we have done is
5 we have initiated a kindergarten full-day program, where
6 half the day it supports the English-language learners in
7 second-language literacy, and the other half of the day
8 those same children are also learning in English. So
9 it's a two-way model.

10 For us, it is the first time. We struggled
11 with the decision to do this. So at this point, it is in
12 a pilot stage. It is only in one school. However, we
13 have other schools who are just very eager to get on the
14 bandwagon and do the same thing, because we all believe
15 this is the right way to educate children, to assist them
16 with learning and studying the language that they do
17 already possess, in addition to learning English, which
18 is of course, as we all recognize, the language that
19 people in this country who live here need to know.

20 We have not only speakers of Spanish coming
21 into our school system, we have refugees coming now in
22 groups from Ethiopia. Fairfax County happens to be a

1 center for Ethiopians on the East Coast. We have
2 children coming in from refugee camps, who have lived in
3 refugee camps in Ethiopia all of their lives. They are
4 coming to us with very little knowledge of written
5 language. They are coming to us speaking a language that
6 may not even be the proper, as we say, educated level of
7 their own language. They are speaking a rudimentary
8 version of their own language, have never learned a
9 language, and we are charged with teaching them English.

10 Trying to accomplish this, we want to be using
11 the best practices. Our job is to have a product at the
12 end of 12 years of education. We firmly believe that we
13 are doing a good job of that, but in the process we would
14 look to the Panel for guidance. We truly value the
15 research and the best practices that abound, and we are
16 looking to you to assist us in truly using good practices
17 as we continue to educate our children.

18 Thank you.

19 DR. CHRISTIAN: Our next speaker is Kayte
20 Fearn. Is Kayte here?

21 DR. AUGUST: Council for Exceptional Children.

22 [No response.]

1 DR. CHRISTIAN: If she joins us later, we will
2 come back to her. Has David Gersten arrived?

3 MR. GERSTEN: Yes.

4 DR. CHRISTIAN: Okay. David Gersten.

5 **Comments by David Gersten**

6 **Executive Director, The READ Institute**

7 MR. GERSTEN: Good morning. My name is David
8 Gersten. I am with the Institute for Research in English
9 Acquisition and Development, and the Center for Equal
10 Opportunity. I'll keep my statement brief, since much of
11 what I had planned on saying was already reported by Jim
12 Boulet.

13 The READ Institute publishes what I would
14 describe as criticisms of the prevailing wisdom of
15 bilingual education advocates. I would encourage you to
16 use our materials in examining the utility of some of the
17 recent studies. Please do not make the mistakes that
18 have been made in recent attempts to have an exhaustive
19 review of the literature. The most recent example, one
20 that comes to mind, is the GAO report of last February,
21 February 2001, in which much of the literature that
22 advocates bilingual education was simply parroted back at

1 the expense of examining any research involving English
2 immersion.

3 Many of the studies in the last decade have
4 been, as Jim pointed out, a parroting back of bilingual
5 education, demonstrating for whatever purpose that
6 bilingual education must work. Well, how much have the
7 researchers examined whether or not English immersion
8 works, and whether or not English immersion is the way to
9 go, if the priority is to teach English.

10 If the priority is simply to maintain culture,
11 then yes, I would encourage you to examine all areas, as
12 you have. But please do consider English immersion, look
13 at our literature. I look forward to seeing the results.

14 DR. CHRISTIAN: Thank you very much.

15 Our next speaker is Ana Chamot.

16 **Comments by Ana Uhl Chamot**

17 **Professor, Teacher Preparation**

18 **George Washington University**

19 MS. CHAMOT: Thank you very much for giving me
20 this opportunity. As some of you know, my particular
21 interest in literacy is with the older student, the high
22 school, who is an immigrant student who arrives with

1 little or no literacy in their native language. This is
2 a group that seems to be growing. We don't have exact
3 numbers because people don't count them. However, when
4 you interview program directors in school districts, you
5 can get their estimates. You're nodding, from Fairfax
6 County, so you know.

7 I have recently completed a study with my
8 colleague, Dr. Keatley [ph], who is sitting in the back,
9 looking at this particular group and trying to figure out
10 what is the best, most efficient way to develop literacy
11 in English with students who are at high school, who have
12 very little time left before they're going to drop out of
13 school if they don't encounter success.

14 Even if they do drop out of school, we feel
15 they need a degree of functional literacy that will help
16 them manage in our society. What is the best way to
17 teach them? We're not sure. I mean, we studied them for
18 three years, but it was like looking at the tip of the
19 iceberg.

20 So I hope that the Panel will consider the
21 needs of older students. They come from Spanish-speaking
22 countries, they come from various African countries. The

1 Ethiopian children who have been in refugee camps, and
2 others like them. It's not so uncommon.

3 I know often we talk about literacy development
4 at the secondary school level. We are talking about
5 students who do not read at grade level, who are three or
6 four years behind grade level. That is very different
7 from someone who needs to start with the alphabet, who
8 really does not have the concept of how print can be
9 meaningful. Obviously, with older students we probably
10 don't want to use some of the methods that we use with
11 five- and six-year olds. But what are the appropriate
12 methods?

13 So as an educator working in teacher
14 preparation, I am really interested in finding out, and I
15 hope the Panel will investigate, what is the best way to
16 develop, quickly, literacy in English for older students.

17 Thank you.

18 **Comments by Linda Katz**

19 **Executive Director, Children's Literacy Initiative**

20 MS. KATZ: Thank you. I hope I speak loudly
21 enough.

22 DR. CHRISTIAN: Would you identify yourself for

1 the record?

2 MS. KATZ: Linda Katz from Children's Literacy
3 Initiative. We coach teachers in literacy instruction
4 from pre-K to Grade 3.

5 My question is more technical, it's not
6 philosophical, whether we should be teaching in English
7 or in other languages. It is teaching children how to
8 read, using writing as one of the main methods, that
9 children learn about phonics and the sounds of letters.

10 I recently heard Dr. Lillian Katz, who is head
11 of the ERIC Base, say that in Italian and Swedish schools
12 they don't teach reading per se, they teach reading
13 through writing. We've seen that when we teach teachers
14 how to help children learn how to encode, where they have
15 to sound out the words and then come up with the
16 spellings and the letters, it's very powerful, and
17 perhaps more powerful than phonics drills as an applied
18 phonics program. Especially if you're teaching children
19 in other languages that are phonetically more regular
20 than English, it might be a very good method.

21 I'm really concerned that there aren't going to
22 be very many studies because I don't see very many

1 teachers providing very good writing instruction,
2 especially for the youngest children.

3 So those are my questions. I think they also
4 go to reading instruction in general. Thank you.

5 DR. CHRISTIAN: Thank you.

6 Our next speaker is Donna Kinerney.

7 **Comments by Donna Kinerney**

8 **Supervisor, Adult ESOL & Literacy/GED Program**

9 **Montgomery County Public Schools**

10 MS. KINERNEY: Hi. I have my little list here
11 of things in 14-point font.

12 [Laughter.]

13 MS. KINERNEY: I stayed up late last night
14 trying to make it bigger. My name is Donna Kinerney, and
15 I'm with Montgomery County Schools. I'm also a Ph.D.
16 student at Language, Literacy, and Culture at the
17 University of Maryland at Baltimore County.

18 Montgomery County is a suburb of Washington,
19 DC, and we're quite large. Our superintendent, school
20 board, school system, and community all share in the
21 concern that our language-minority children are faced
22 with special literacy challenges.

1 I share in this concern as well. I view
2 literacy needs, though, through a different lens. As the
3 project supervisor for the Adult ESOL & Literacy to GED
4 Program funded under WEA, and a longtime adult ESOL and
5 refugees ESOL educator, I would encourage the Panel to
6 consider the literacy needs and abilities of children as
7 they relate to the literacy levels of parents,
8 caregivers, and adult household members.

9 Certainly, more quantitative data drawing
10 clearer connections between the literacy levels of
11 language-minority adults and children is useful for many
12 purposes. Most importantly, this data helps to document
13 the true state of literacy in this country. But literacy
14 does not occur in a vacuum and we know that numbers don't
15 tell the whole story.

16 Before we can fully understand how language-
17 minority children become literate in this country, we
18 should remember to first question our own assumptions
19 about literacy. We make many assumptions about the need
20 for literacy and how it should be acquired. These are
21 not suppositions, though, that our learners may
22 understand or share.

1 Having identified our own position, our next
2 step should include listening to our learners, both
3 adults and children, about their literacy needs and
4 perceptions. A review of solid, qualitative, as well as
5 quantitative studies outlining the socio-cultural context
6 in which literacy behaviors are acquired is sorely
7 needed.

8 We should look to ask the most basic of
9 questions: What does it mean in the eyes of caregivers
10 and children to become literate? For a former student of
11 mine from Somalia, there was never a need to become
12 literate. Her social standing was achieved through her
13 family. Her social standing is no longer the same in the
14 U.S., partly because she is now perceived illiterate.

15 What is the value of print literacy to our
16 learners? This might be quite different for families
17 where there are low rates of literacy, or where oral
18 traditions dominate.

19 Which of these native language literacy
20 behaviors can be accessed to support the acquisition of
21 literacy in this country? For some students, successful
22 literacy learning may mean incorporating oral tradition.

1 How is the family's perception of literacy
2 changed, or has it, as families begin to cross cultures?

3 For my Somali student, literacy has now become an
4 imperative in order for her to become employed.

5 What impact, then, do these varied means of
6 literacy play on the teaching and learning of literacy
7 skills for both adults and kids? As families begin to
8 acquire literacy skills, our questions will change.

9 How does the acquisition of literacy impact
10 relationships within the family? We see, for example,
11 women and children acquiring literacy, where men have
12 traditionally been in control, changing the power balance
13 within the family structure.

14 In other cases, we see children who are
15 literate, adult family members who are not, but who must
16 rely on children to read every document that comes into
17 the house. In other cases, we see children very proudly
18 watching their parents learning to read.

19 What does this all mean for literacy
20 acquisition? Given this new information, then, how can
21 we best make the case for literacy to our learners, both
22 adults and children? How can we help families make

1 decisions about literacy needs and priorities for
2 themselves and their children? How might adult education
3 and family literacy programs integrate these findings
4 into the curricula?

5 In short, we in adult education would encourage
6 you to consider that literacy for children happens in the
7 context of family and culture. We strongly encourage you
8 to include adult literacy in your discussions. We all
9 know the old adage: If you educate a caregiver, you
10 educate a whole family.

11 We at Adult ESOL happen to believe, though, is
12 that that is really true. We are eager to be part of
13 this process that proves this, and hope that you will
14 consider our adult literates as the literacy experts that
15 they are.

16 DR. CHRISTIAN: Thank you very much.

17 Our next speaker, Cao Anh Quan.

18 [No response.]

19 DR. CHRISTIAN: Okay, we will move on to
20 Benjamin deGuzman.

21 **Comments by Benjamin deGuzman**

22 **Community Partners Manager, NAPALC**

1 Mr. deGUZMAN: I'm sorry, I'm Ben deGuzman.
2 I'm with the National Asian Pacific American Legal
3 Consortium. I wanted to thank the folks at CAL and SRI
4 for providing us this opportunity to share some of our
5 experiences. I wanted to thank Jim Ferg-Cadima for
6 helping broker that relationship.

7 NAPALC is a legal and civil rights group. Our
8 mission is to advance and defend the legal civil rights
9 of the Asian-Pacific American through public policy
10 development, advocacy, litigation, and public education,
11 not necessarily in that order.

12 We work in a range of program areas, among
13 which is language rights. As a representative from the
14 Asian-Pacific American and civil rights communities, I'm
15 kind of struck by two ironies in coming to this meeting.

16 The first one is thinking about the extent to which the
17 Asian-Pacific American community has been responsible for
18 some of the foundations upon which things like the Lau
19 vs. Nichols Supreme Court case, some of the legal
20 precedents through which, and upon which, the federal
21 government has committed itself to provide access to
22 government services like education for people with

1 limited English proficiency.

2 At the same time, I'm sort of struck by the
3 irony of the perception that Asian-Pacific American
4 communities and cultures value education so much, but
5 thinking about this through the lens of my own work at
6 NAPALC, I see that the civil rights community has not had
7 the opportunity to create as much of that importance in
8 its work on education.

9 So the reality is we are thinking about so many
10 things: education, hate crimes. I think that education
11 has not been as much of a priority for us, although
12 you're beginning to see that change through groups like
13 NAPALC, as well as other groups that represent Southeast
14 Asian communities, such as the Southeast Asia Resource
15 Action Center and Hmong National Development.

16 So really, my main message here is to make sure
17 that the questions that you ask and the resources that
18 you include in your analysis discuss Asian and Pacific
19 Islander cultures, communities, families, and languages.

20 Whether it's looking at journals that represent Asian
21 American studies, whether it's looking at technical
22 reports that may have come out through groups like ours

1 and others. I find myself having this conversation a lot
2 with groups, where are the Asians and Pacific Islanders.

3 Some of the particular questions that I think
4 some of us in the community would be interested in
5 knowing more about is, for example, do schools adequately
6 serve our communities. I think the reality is sometimes
7 that people automatically assume, when they talk about
8 bilingual education, it's two languages. Many times,
9 that other language, the language besides English is not
10 an Asian language.

11 I think the default becomes looking at the
12 language that is served is one that doesn't resonate with
13 our communities. So the second question that I think we
14 would be interested in hearing more about is, what is the
15 role of parental and community involvement in promoting
16 literacy among our communities.

17 The reality is, as I mentioned before, the
18 value of education in Asian and Pacific Islander cultures
19 doesn't always create effective advocates on behalf of
20 their children. Community organizations, as well, the
21 Asian and Pacific Islander communities, have only now
22 begun to assert themselves in their communities, both at

1 regional, local, and national levels.

2 Finally, I was sort of struck earlier today by
3 some of the conversations around literacy in one's own
4 language. I think that the extent to which you can look
5 at that and its particular implications for certain
6 linguistic communities -- I'm thinking particularly about
7 the Hmong community, who has only relatively recently
8 been able to identify and create its own print language.

9 So you are encountering students and young
10 folks who speak Hmong and who can read Hmong but are
11 trying to translate materials that are available in the
12 educational arena, in the legal arena, in health care
13 settings, and they bring these forms that are translated
14 into Hmong to their parents and their grandparents, who
15 were alive before this Hmong language was even created.

16 You get to learn these particular aspects about
17 Asian and Pacific Islander communities only through
18 interaction, so I also wanted to offer our partnership to
19 the extent that we are able to provide resources and
20 insight into those communities. So thank you very much.

21 DR. CHRISTIAN: Thank you.

22 Our next speaker is Carmen Mercado.

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1 and summarize existing research. Please forgive me if
2 I'm redundant, since I wrote this before I came, but
3 there is validation to a lot that has been said.

4 I urge you to cast a wide web and include a
5 range of studies and research methodologies dating back
6 at least 30 years that inform the teaching of reading and
7 literacy. I say 30 years because in the '60s there was a
8 lot of research on the influence of language on literacy,
9 particularly among non-standard variety speakers of
10 English.

11 Although my preference is for the type of
12 studies much like the instructional approach research
13 project that was directed by Charlene Rivera, and in
14 which teachers are research collaborators to generate
15 appropriate practices and to contribute to our knowledge
16 base so that we have research and development going on
17 simultaneously.

18 There are many other studies. Sarah
19 Huddleson's early case studies of young bilingual
20 learners; Jimenez Atal, who did think-aloud studies;
21 cognitive processes studies that were conducted Ana Uhl
22 Chamot, et cetera; and of course Diane August and her

1 colleague's study of vocabulary.

2 These are but a few of the examples of the
3 range of studies that I have found informative. Not just
4 me, by the way, but the practitioners with whom I work
5 and collaborate. They find them informative and useful
6 in the preparation of teachers and in addressing the
7 needs of their students.

8 Please note that some of these studies have
9 been handsomely funded by the federal government, and
10 maybe other sources, but there are others that are the
11 result of individual initiative. I will put the studies
12 that I have done in classrooms under that category
13 because much of the studies that I've done, I've done
14 with less than \$10,000. I think there are a number of us
15 who work with very little funding, in there with the
16 trenches with practitioners.

17 We should also seek out studies from the
18 international arena, as was mentioned, but I would say
19 Latin America because of the number of Spanish speakers
20 that we have who are, like Puerto Ricans, Americans since
21 birth but who live in bilingual, multi-dialectal
22 communities. We need to reach out to those studies. I

1 know that Amelia Ferreiro's work has been translated into
2 English, but there may be others whose work has not been
3 translated.

4 Two. In view of the diversity of language-
5 minority children and youth, this population must be
6 thoroughly described. As has been mentioned, these
7 include indigenous American youth and children who are
8 not immigrants, even though people still think that
9 Puerto Ricans are immigrants, as well as recent
10 immigrants that run the gamut. If you want to meet them,
11 come to New York City.

12 The third point is, while convergence is very
13 important in research, I believe as an ethnographer that
14 convergence and divergence is important. I want to know
15 about discrepant findings. I want to know about the
16 findings that don't fall into the pattern and why.

17 And so, I could probably say more, and I will
18 write my notes to you later on, but I would close by
19 offering my support for your work. I'm on sabbatical
20 this year, and I think what you're doing is very
21 important. Thank you.

22 DR. CHRISTIAN: Thank you very much.

1 Our next speaker will be Alison Gabriele.

2 **Comments by Alison Gabriele**

3 **Project Manager, RISLUS, CUNY Graduate Center**

4 MS. GABRIELE: Hi. My name is Alison Gabriele,
5 and I'm here from RISLUS, the Research Institute for the
6 Study of Language in Urban Society. We are based at the
7 Graduate Center of the City University of New York. I'm
8 here today on behalf of the Research Institute's
9 directors, who are professors Ricardo Otheguy and Gita
10 Martohardjono.

11 There are two main research areas that our
12 institute is interested in having this study address.
13 Ours are, I guess, pretty specific questions. The first
14 area addresses the relationship between first- and
15 second-language syntax in reading skills.

16 We have conducted a pilot study, looking at
17 Spanish-speaking kindergartners who are learning English
18 as a second language. So we have looked at the
19 relationship between their syntactic knowledge in both
20 Spanish and English, and also looked at their performance
21 on the Gates-MacGinitie English Reading Test.

22 For example, to be specific, we have looked at

1 their knowledge of pronominal reference, sentence
2 coordination, relative clauses, things of that nature.
3 Our preliminary results show a significant correlation
4 between knowledge of the syntactic structures and
5 prereading skills.

6 Based on these results, we are beginning to
7 develop an intervention study for Spanish-speaking
8 preschoolers, and we are looking at the same aspects of
9 syntax. Therefore, we are interested in learning of any
10 other research studies that are empirically investigated,
11 the relationship between first- and second-language
12 syntax and reading.

13 Our second area of interest addresses the
14 development of academic literacy in a second language.
15 So in this area, we would be interested in any studies
16 that have investigated to what degree proficiency in the
17 first language affects the acquisition of academic
18 literacy in the second language.

19 RISLUS is currently looking at community
20 college placement tests for ESL learners, and we are
21 interested in assessing literacy in the native language,
22 as well as in English. So we hope to find out about

1 valid and reliable literacy tests for languages other
2 than English.

3 Thank you for considering our suggestions.

4 DR. CHRISTIAN: Thank you.

5 Our next speaker is Zoe Ann Brown.

6 **Comments by Zoe Ann Brown**

7 **Program Director, PREL**

8 MS. BROWN: Hi. I want to thank Diane and
9 everyone else for this invitation to present on the
10 issues and questions that our team of researchers and
11 teachers are struggling with as we develop and do
12 research on beginning literacy curricula for English
13 learners in the Near Star Program at PREL. We hope the
14 issues we raise assist the Panel with the great challenge
15 that they have before them.

16 Today, I will speak on two underlying issues,
17 the two biggest ones that we see. The first is talk and
18 learning to read, and the second is text and learning to
19 read.

20 Talk and learning to read. When I first began
21 work in this field 30 years ago, we were asking the same
22 question, how and when should English learners be taught

1 to read in English.

2 We believe in the sequential acquisition of
3 language skills; it's axiomatic. We all assume it's
4 listening, speaking, reading and writing, just like
5 first-language acquisition to learning. We assume that
6 oral language is a precursor to written language, that
7 progress in reading is dependent on spoken language, and
8 that reading is translating symbols to speech, although
9 those from the deaf community would say they don't
10 believe that.

11 Many a program for English learners has been
12 designed to foster the development of oral language.
13 Indeed, there is abundant research and pedagogy on how to
14 teach students to understand and speak English. But how
15 much talk or oral language, and what type of talk is
16 needed before students are ready to read in English
17 before they can benefit from English reading instruction,
18 or before they have sufficient oral language skills? As
19 we're told, just wait until they have enough English to
20 begin to read in English.

21 There are those of us who believe, and I know
22 some of them are in this room because I've read your

1 work, that we have over-emphasized spoken English
2 proficiency at the expense of understanding written
3 language. This delay or minimization of reading
4 instruction is not a good idea. For when we wait, we
5 risk children falling behind in school, perhaps relegated
6 to remedial instruction, to lag behind their native
7 English speaking in learning to read, and subsequently
8 learning from reading.

9 There seems to be a mounting body of research
10 suggesting that oral skills in a new language is not a
11 prerequisite to reading development in the new language.

12 First, children can learn to read in a language, whether
13 it is their first or second, before oral fluency
14 develops. There are even some studies that show that
15 reading may out-pace oral development in some cases.

16 Reading also contributes to oral language
17 development by exposing readers to a broad range of
18 concepts in focusing their attention on critical and
19 common phonological features and syntactic structures.
20 So students can learn to read in a second language as
21 they develop oral competency.

22 Also, reading provides a means for children and

1 adults to be exposed to and learn English language
2 vocabulary that is not available conversationally. That
3 is, to learn more CAL-py stuff, because we can all read
4 and understand a lot more vocabulary than we can speak.
5 However, we are struck with the lack of research and
6 curriculum on how to teach students to understand what
7 they are reading while they are acquiring English.

8 Can we simply toss kids into the same
9 curriculum that native English speakers receive? Of
10 course not. We need to make accommodations for English
11 language development. If native English speakers have
12 3,000- and 5,000-word vocabularies and control a
13 significant phonological and syntactical understanding of
14 English, then teachers who are teaching English learners
15 to read must also help them as well to learn the
16 vocabulary, phonological, and language conventions of the
17 language they do not yet know; a very challenging task,
18 and one that we propose requires a rethinking of our
19 pedagogy.

20 We suggest that the review of literature
21 include this important area of talk, or the relationship
22 between the development of new oral language and learning

1 to read that language, to guide the development of
2 literacy pedagogy for English learners.

3 The correlation between oral language and
4 learning to read is extremely high, of course. We know
5 that. I mean, what do you have to know oral English
6 before you learn to read in English? We just assume we
7 do.

8 Now, text and learning to read. The challenge
9 of becoming literate can often be worsened by the texts
10 that are used for instruction -- this is for native
11 English speakers, as well as non-native English speakers
12 -- because not all texts are created equal. We have
13 literature-based materials, pattern little books,
14 decodable texts.

15 In reviewing the recent works of Elfrieda
16 Hiebert and that of Barbara Foorman, and their
17 colleagues, we find that American beginning reading
18 programs have changed substantially over the past four
19 years in the underlying linguistic curriculum that they
20 provide. In particular, the number of different words
21 used has increased substantially, and the number of times
22 these words are repeated has decreased. A sizable

1 portion of these words appears a single time and
2 represents difficult concepts.

3 Foorman and colleagues report that 70 percent
4 of the words in first grade textbooks of four widely used
5 reading programs were non-decodable and appeared a single
6 time. They also reported that the majority of the
7 vocabulary were above the understanding of most first
8 graders.

9 The infrequent words represent concepts that
10 are not in many children's background knowledge. Hiebert
11 cites the following examples. Consider some of the
12 single appearance words in the first grade component of
13 the most widely purchased textbook program in Texas' 2000
14 textbook adoption. First grade: plantations; piston;
15 studio; tea time; and slither. Or, the words in a
16 beginning passage from one of two textbook programs
17 available for purchase with state funds in California in
18 2002: caimans -- and it's not with a 'y,' it's with an
19 'i' -- continents; galley; eucalyptus; and Bermuda.
20 Beginning first grade.

21 Even with considerable teacher-led discussion,
22 many first graders, not just English learners, are

1 unlikely to have the background knowledge to understand
2 these words. I'm not a first grader anymore.

3 Providing texts that are dense in the number of
4 different words, including many words that appear a
5 single time and represent unusual concepts, is not likely
6 to support them in gaining word recognition, fluency, and
7 comprehension proficiencies that are required for the
8 language and literacy tasks of the middle grades.

9 We ask that the Panel review the literature on
10 the features of texts that matter in learning to read,
11 and provide advice for curriculum developers as to the
12 underlying linguistic curriculum on which texts should
13 focus, in particular how that relates to the text for
14 English language literacy.

15 Thank you.

16 DR. AUGUST: Thank you, Zoe. That was very
17 interesting.

18 DR. CHRISTIAN: We have one more speaker signed
19 up, Kathleen Laos from the U.S. Department of Education.

20 **Comments by Kathleen Laos**

21 **Senior Policy Advisor, Office of English Acquisition**

22 **U.S. Department of Education**

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1 MS. LAOS: I'm Kathleen Laos, senior policy
2 advisor to the Office of English Language Acquisition,
3 and I'm here to lend to the Panel full support of our
4 office, for sure, and to applaud and say thank you to
5 OERI, our colleagues and to the DELSS, as well as to
6 Diane and this National Literacy Panel as well.

7 Five and half million children in this country
8 are begging for the results of this work. We in our
9 office, have under our jurisdiction 1,500 grants and 5.5
10 million children, all of the teachers, the educators, the
11 state education agencies, as well as discretionary
12 grants, that are literally calling us daily -- not all
13 5.5 million but the representatives -- to ask, out in the
14 field, what is it that needs to be done so that
15 instruction in the classroom is effective for non-English
16 speakers.

17 The goal of the bill, and I'll be very blunt,
18 is biliteracy. I've had many discussions around the
19 country, both with policymakers, congressional writers,
20 the staffers, the lobbyists, those that have been working
21 for the past five years on research, to find out for sure
22 what the philosophical base is on this extraordinary bill

1 that we now have in our hands to implement over the next,
2 hopefully, 10, 20, 30 years.

3 It is a revolutionary bill. It focuses on
4 funding children, an instruction for children that will
5 work in classrooms. It is not program-based. That's why
6 we are here, in order to find out what works best, so
7 that we can then inform professional development that
8 will then inform instruction in the classroom.

9 That has never been done in the history of this
10 country. This funding the change of discretionary grant
11 funding to entitlement, to Title 3 funding, to formula
12 grants, is what is so revolutionary about the funding
13 source. Within that, the ability to then lend an effort
14 to research, take the research, extrapolate, and then be
15 able to, not in a prescriptive way tell states and local
16 districts what they must do, but to oversee the fact that
17 they do it. That is what is most important.

18 I wanted to be here today to support you,
19 Diane, certainly -- I know you know this -- to support
20 the Panel, to support Gil, and to say that we are
21 available because we need this information. As of today,
22 probably at noon, our final draft for Guidance for Title

1 3 for Assessments and Standards is going to be submitted
2 for final approval. It is going in, because we are
3 forced to turn it in at this point, without the work that
4 is necessary.

5 The bill is out there in front of the research.

6 In a way, that is good because it's forcing us to focus
7 on the 5.5 million children, and growing, that need this
8 effort. In a way, it's controversial because everybody
9 is scrambling, saying, what is it that we really need to
10 do in the absence of clear-cut research. The research is
11 crucial.

12 Thank you.

13 DR. CHRISTIAN: Thank you very much.

14 Are there other individuals here who would like
15 to speak? Please be sure to identify yourself for the
16 record.

17 **Comments by Cynthia Brilliant**

18 MS. BRILLIANT: Hi. I'm Cynthia Brilliant.
19 Until recently, I taught ESL to special needs students.
20 I wanted to implore the Panel to consider the needs of
21 the alternative learners, be they coded, non-coded, be it
22 a matter of learning strategy or cognitively challenged.

1 These kids are often forgotten.

2 I often work with those kids that other people
3 gave up on. This past year, before I resigned to pursue
4 my other dreams, I had particular success with a strong
5 phonological approach with a kid that was labeled as
6 dyslexic by teaching him how to read, even in a program
7 that I didn't totally understand. By twisting other
8 people's arms to teach him, he was able to improve the
9 type of job that he got.

10 So please don't forget about the potential of
11 these kids who really, really need your help.

12 DR. CHRISTIAN: Thank you.

13 Are there additional comments? Yes?

14 **Comments by James Ferg-Cadima**
15 **Legislative Analyst, Mexican American Legal Defense**
16 **and Educational Fund**

17 MR. FERG-CADIMA: My name is Jim Ferg-Cadima.
18 I'm with the Mexican American Legal Defense and
19 Educational Fund. I do want to echo some of the comments
20 of the previous speaker.

21 The one thing that I have noticed, and I will
22 add in addition to what other people have said in the

1 room -- and I agree with many of the statements that were
2 made, especially with NABE and many other things -- but
3 this goes to the Committee on Context. The realization
4 that the research may bear out, or may not, is that kids
5 that need to learn English have multiple needs, not just
6 the need to learn. They may have needs that are
7 migratory. They might be migratory students.

8 What is the impact of being a migrant student
9 and having to move school districts in the middle of the
10 year, being exposed to one methodology of acquiring
11 English to being exposed to another one within the same
12 school year? What is the impact of that?

13 Students with cognitive, visual, and auditory
14 disabilities; what is the impact of the student who is
15 dyslexic? What is the impact of a student who does not
16 see or has limited hearing? How does that impact
17 acquisition of being literate in a second language?

18 Additionally, I find it problematic that in
19 limiting the scope of your research, you're not looking
20 to research that is done within the United States,
21 especially in Puerto Rico. Although the University of
22 Puerto Rico may publish its studies in multiple

1 languages, I think that is a valuable research base, in
2 that you are looking at students in the United States
3 learning a second language. So at least making an
4 exception to your general rule, maybe looking to the
5 University of Puerto Rico and what they published in
6 their journals might be valuable.

7 So those are the comments that I haven't heard
8 today that I offer. I also will submit comments in
9 writing in further detail. So thank you.

10 DR. CHRISTIAN: Thank you very much. Yes, I'm
11 very glad you mentioned that. We do encourage everyone,
12 if you have spoken and have your comments in writing, we
13 would like to have them, and if you haven't spoken and
14 have comments to offer, please submit them.

15 Are there others? Are there additional
16 comments? Yes?

17 **Further Comments by David Gersten**

18 **Executive Director, READ Institute**

19 MR. GERSTEN: I spoke briefly earlier. David
20 Gersten with the Institute for Research in English
21 Acquisition and Development.

22 I had thought that Jim had commented on most of

1 what I had hoped to speak about, and I remembered one
2 thing, and that was that in examining the long-term of
3 what methods are used to teach English learners, we need
4 to be conscious of the effects of segregation.

5 Our country has had a long history of having to
6 deal with having segregated African Americans in
7 different classrooms for decades, even after the civil
8 rights movement. We still have some lingering effects of
9 segregation. We need to encourage the Panel to examine
10 whether or not bilingual education classes, as opposed to
11 English immersion, are in effect a form of segregation
12 that will have long-term effects on how the children that
13 are in those classes view themselves in relation to
14 society.

15 So that is one last little point that I would
16 like to make. Thank you.

17 DR. CHRISTIAN: Thank you.

18 Others? We are ending early, so if there
19 aren't any further comments for discussion, we will move
20 to close. I would like to give you a chance. Any
21 further comments?

22 **Further comments by James Boulet**

1 **Executive Director, English First**

2 MR. BOULET: Once again, Jim Boulet of English
3 First.

4 In looking at international data, I want to
5 follow up on something. One fellow recommended looking
6 at the University of Puerto Rico. I would recommend also
7 looking at some of the French studies of dual language
8 immersion.

9 The dual language immersion ideal is that
10 everyone picks up two languages. What I've seen in the
11 English translations, and I think would be beneficial to
12 all of us, in the original French, it appears that the
13 English speaker, the speaker of the majority language,
14 picks up the minority language in dual language
15 immersion, where the speaker of the minority language
16 tends to have that language reinforced in dual language
17 and tends not to pick up the majority language, which,
18 while it may have some other virtues, does not help in
19 assimilation and would be a bad thing for immigrant
20 children to be locked away in some linguistic ghetto in
21 the interests of preserving the language and culture of
22 their ancestors.

1 Thank you.

2 DR. CHRISTIAN: Anyone else? Gil?

3 MR. GARCIA: This is not a comment, just a
4 short technical note. Either through a supplement to
5 this contract or a brand new contract, one of the ideas
6 that we are playing around with is the feasibility of
7 putting on a couple of CD ROMs copies of the studies that
8 this panel has retrieved and archived, for the moment.

9 It would be an unprecedented move, principally
10 because if you look at the Reading Panel, as well as the
11 National Academy of Sciences panels, rarely do they make
12 available to the public the studies that they took the
13 time, of course, to synthesize, but I think there is
14 every reason, especially in this very critical field of
15 diversity education and language-minority students, most
16 especially literacy education, to make this available to
17 graduate students, if nothing else. If no other
18 population, certainly grad students in a couple of CD
19 ROMs.

20 [Laughter.]

21 **Summary**

22 DR. AUGUST: Okay. The meeting has been very

1 helpful to us. We've listened very carefully to your
2 comments and we will take these comments back to the full
3 Panel for their consideration.

4 You have talked to us about the importance of
5 considering dialects carefully, especially Creole, and
6 children who speak indigenous languages in the U.S.; the
7 need to broaden the research base and use very high
8 standards to determine which research is included in this
9 synthesis; the importance of family and culture in
10 looking at the acquisition of second-language literacy;
11 the importance of really helping teachers figure out what
12 works; attention to the acquisition of literacy by
13 students at different developmental levels; how best to
14 educate refugees with little prior schooling, including
15 high school students; attention to Asian and Pacific
16 Islanders, and attention to whether schools adequately
17 serve these communities; the role of parental and
18 community involvement in promoting literacy; the needs of
19 special learners; the use of writing to teach reading;
20 the need to understand learning; the process of learning
21 by language-minority students; the importance of
22 including a range of studies and methodologies that date

1 back 30 years; and attempt to seek out studies from the
2 international arena; attend to research written in
3 Spanish -- we've heard that from several people -- and
4 also research that looks at the acquisition of French by
5 English learners in Canada; the relationship between
6 first- and second-language syntax; the degree that
7 proficiency in the first language affects proficiency in
8 the second language; literacy assessments in languages
9 other than English; the importance of understanding the
10 role of oral language proficiency in the acquisition of
11 second-language literacy and how best to use reading to
12 bolster the oral language proficiency of language-
13 minority children; and finally, the need for research-
14 based information on best practice that can be used for
15 professional development and to improve practice in
16 classrooms.

17 Those are some of the key points that were
18 made. We also have the transcripts. Again, we will take
19 your ideas, your thoughts, back to the full Panel for
20 their consideration. And we thank you very, very much
21 for your time.

22 [Applause.]

1 [Whereupon, at 10:49 a.m., the meeting was
2 concluded.]

3 + + +

C E R T I F I C A T I O N

This is to certify that the attached proceedings

BEFORE THE: Center for Applied Linguistics

HELD: July 21-22, 2002

AT: CAL Headquarters, Washington, DC

were convened as herein appears, and that this is the official transcript thereof for the file of the Department or Commission.

DEBORAH TALLMAN, Official Court Reporter