Reading Symposium Proceedings (April 19-20, 2000)

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READING SYMPOSIUM PROCEEDINGS (APRIL 19-20, 2000)

HIGH STANDARDS IN READING FOR STUDENTS FROM DIVERSE LANGUAGE GROUPS: RESEARCH, PRACTICE, AND POLICY

This volume presents the thoughtful work of several experts in reading, biliteracy and bilingualism as it bears upon the important questions of how we can best achieve and support literacy development in English language learning children and how literacy development can foster learning in general. It also focuses attention on the importance of high-quality research in this area and the continuing need for such research. Reading is a complex process, and understanding how best to provide evidence-based instruction to teach children to read is no less complex.

Foreword

Reading is an essential skill in the world of the 21st century. A major goal for our nation is to have all children, including those whose native languages are not English, learn to read English sufficiently well to succeed educationally and professionally in the United States. This volume of commissioned papers prepared by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education contributes to that goal by providing an overview of selected previous and current research studies on literacy among children for whom English is a second language.

The publication of this volume is timely. On April 6, 2001, the Nation's Report Card on Reading 2000 reported, for the first time, data on children with limited English proficiency who required accommodations in order to participate in the national assessment. The reading levels for students requiring accommodations, whether for limited English proficiency or other special needs, did not differ significantly from the reading levels of those students not requiring accommodations. These data tell us that more than one-third of our nation's children read below the basic level. The figures are worse for specific groups of minority children, some of whom certainly have learned another language before English: 58 percent of Hispanic children and 57 percent of American Indian children read below the basic level. This information indicates that we have much to do for these children to help them catch up with their peers in school.

This volume presents the thoughtful work of several experts in reading, biliteracy and bilingualism as it bears upon the important questions of how we can best achieve and support literacy development in English language learning children and how literacy development can foster learning in general. It also focuses attention on the importance of high-quality research in this area and the continuing need for such research. Reading is a complex process, and understanding how best to provide evidence-based instruction to teach children to read is no less complex. One of the important questions that the National Institute of Child Health and Human Development (NICHD) research has addressed for the past decade--what methods of reading instruction are most effective for which children under which conditions--is equally relevant, but with an added layer of complexity, for children whose first language is not English. For example, what is the optimal timing and sequence of instruction that will best support these children in becoming proficient readers in English as well as in their first languages, and how are instructional factors affected by the characteristics of the first language, the child's oral and literacy proficiency in the first language, and the linguistic environments of English language learning children. We know that children can be successfully bilingual and biliterate, and we know that there is some transfer of skills across languages. Now it is time to discover the details of how this learning and transfer take place, and determine what the optimal instructional approaches are that will give every child an equal chance to succeed. President Bush's mandate that no child be left behind includes children whose first language is not English!

Peggy McCardle and Reid Lyon
Child Development and Behavior Branch
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Disclaimer

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Rod Paige
Secretary
Office of Bilingual Education and Minority Languages Affairs
Arthur M. Love
Director (A)

September, 2001

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Preface

One of the initiatives of the U.S. Department of Education and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) is to have all children, including second language learners, prepared to read well, specifically by mastering reading by third grade, and to move them to English fluency. The Reading Research Symposium on limited English proficient (LEP) students' literacy issues is one of OBEMLA's key responses to the national reading initiative and President Bush's initiative, "No Child Left Behind."
Reading is the foundation of not only literacy, but also high-level academic skills in the content areas and life success. By commissioning 10 research papers we have asked experts in the bilingual education research field to respond to this challenge. We hoped to bring together the experience and insights of this group in answering the many questions there are about reading, and to contribute to fulfilling OBEMLA's mission of addressing the needs of approximately four million LEP students. The publication of these researchers' work is intended to widen the field's access to information and interpretation, and to contribute to the guidance on improving reading for all children that the Department provides to the states.

OBEMLA is pleased to offer these papers as part of its effort to provide information to the education community, parents and policy makers about the latest research on areas such as literacy. Credible, scientific research is essential to further the education of limited English proficient children and youth. It is essential to link practice to research and our collective best thinking to create effective tools for the classroom. Students and, ultimately, the nation will be the most important beneficiaries of our work.

OBEMLA is grateful for the effort of these scholars in investigating issues that will improve our services to second language learners. We hope that colleagues across the nation will find these materials helpful in their own work with linguistically and culturally diverse populations.

Arthur M. Love
Acting Director
Office of Bilingual Education
And Minority Languages Affairs
U.S. Department of Education

Acknowledgements

The OBEMLA research team wishes to express its sincere appreciation to the authors and presenters of the 10 commissioned papers in this publication: Berry McLaughlin, et al., Diane August, Rosalinda Barrera and Robert Jiménez, Anna Uhl Chamot, Aydin Y. Durgunoglu and Banu Öney, Kathy Escamilla, Jack Fletcher et al., Michael Guerrero and Kris Sloan, Sylvia Cabazos Peña and Maria Bhattacharjee, David Ramírez, and Ragnhild Söderbergh.

Our special thanks to Donna Christian, Flora Brown and Howard Smith who agreed to serve as moderators during the symposium. Many thanks also to members of the Research Team, Milagros Lanauze, Timothy D'Emilio and Millicent Bentley-Memon for their efforts and support which made the symposium and this document possible.

Our distinct appreciation to Reid Lyon, Chief of the National Institute of Child Health and Human Development (NICHD), who served as our luncheon keynote speaker and who is at the vanguard of literacy issues. Mr. Lyon is a strong advocate of literacy development with a special interest in early childhood and second language learners' literacy development. In his research regarding early literacy intervention and searching for answers to eliminate reading difficulties in children, he was the first to offer OBEMLA his support for a reading research symposium related to limited English proficient students. We express gratitude to Mr. Lyon for his sincere and committed dedication. His legacy will continue to benefit current and future generations of limited English proficient students.

The contributors to the reading research symposium have made it possible for OBEMLA to share with researchers, as well as practitioners, information that will contribute to continued discussion and refinement of theories regarding limited English proficient students' education and language development. At the same time, OBEMLA believes that research applications discussed in these papers have broad implications for educators working with limited English proficient students and their families.

Socorro V. Lara, Ph.D.
Reading Symposium Coordinator
Office of Bilingual Education and Minority
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Summary Report

Introduction

A federally sponsored research symposium "High Standards in Reading for Students from Diverse Language Groups: Research, Practice, &

Policy" brought together researchers and practitioners from various parts of the United States, and a renowned European linguist, to discuss the most current research on teaching reading skills to limited English proficient (LEP) students. The symposium was held at the Washington Monarch Hotel in Washington, D.C. on April 19 and 20, 2000. Approximately 75 participants were in attendance and nine research papers were presented. After the research symposium, a tenth paper was commissioned by OBEMLA. This paper analyzed the previous nine papers and also identified literacy learning issues that are both common and unique to second language learners. Additionally, this tenth paper responds to the following question: In what way can the papers presented at the research symposium contribute to and/or expand on the knowledge base and guidance to states? This report summarizes the research presented. The final section includes a list of future research issues that were suggested by the participants of the symposium.

Goals for the Office of Bilingual Education and Minority Languages Affairs' Research Agenda

During his welcome address, Arthur M. Love, acting director of the Office of Bilingual Education and Minority Languages Affairs, stated that the OBEMLA research agenda is aligned with the U.S. Department of Education's reading initiative. In order to assist the Department in achieving its goals, OBEMLA is promoting research on reading. The goals OBEMLA continues to have are: 1) that every limited English proficient child learn English and 2) that LEP children learn content subject material at high performance levels as reading is the vehicle to achieve high-level academic skills and life success.

Why research on reading and limited English proficient children is important

During the keynote address, then Assistant Secretary, Office of Elementary and Secondary Education of the U.S. Department of Education, Michael Cohen provided the context that makes research on reading a necessity. Though the latest data from the National Assessment of Educational Progress (NAEP) illustrate that progress has been made in reading, with the scores rising a whole grade level, there are still many complex issues confronting us. It is estimated that 10 million children have poor reading skills. Twice as many Hispanics and African Americans score below the reading level of their white or Asian American counterparts. The number of limited English proficient children has grown approximately 50 to 70 percent between 1990 and 2000, and this increase has also occurred in geographic areas that did not previously have LEP children. These communities have to learn how to deal with the challenges of teaching LEP children. These statistics provide the backdrop to explain why we need to know more about how to teach reading to LEP students.

Connecting Research to Practice

What do we know about teaching limited English proficient children to read and what do we need to know?

Previous research has shown that oral proficiency must be attained before reading proficiency. What do we still need to know in teaching reading proficiency to LEP children? In setting the tone for the conference, Mr. Cohen posed a question about each of three major areas of interest:

- What strategies are most effective in teaching reading?
- What reading programs are particularly effective for LEP children?
- What practices work best when considering the linguistic and cultural background of the student?

With these issues as a framework, practitioners and researchers should base their practices on sound research studies. The following research papers were presented to illustrate what we know about reading research.

Bilingualism and Literacy: Problem or Opportunity? A Synthesis of Reading Research on Bilingual Students, by J. David Ramírez from the California State University-Long Beach.

The Office of Bilingual Education and Minority Languages Affairs within the United States Department of Education commissioned a set of papers to begin to gather research relevant to the development of reading among English language learners. These papers draw from national and international reading research on monolingual and bilingual students. This article synthesizes and discusses these findings within the context of national literacy policy as reflected by the National Reading Panel recommendations of 1999. It is hoped that this discussion will provide guidance to the development of quality pre-service and in-service literacy training programs, instructional materials, and accountability procedures to provide bilingual students with optimal teaching and learning opportunities. Briefly, all students, regardless of which language(s) is (are) spoken, must develop an awareness of phonology and syntax if they are to become literate. Such awareness begins to develop as infants begin to learn to interact with their caregivers. The development of listening comprehension is also a necessary condition for reading readiness. The variety, amount, frequency, and quality of interactions greatly influence the development of phonological and syntactic awareness; as such, the home environment is a critical component in developing reading readiness skills. What is special for bilingual children is that such awareness is developed more quickly and successfully in their primary language. Contrary to popular opinion, developing the child's primary language skills does not delay, but rather can accelerate the development of English literacy skills. While there are similarities between different languages in how reading skills develop, there are also marked differences. These language differences impact the development of literacy skills in the second language. Several areas for future research are discussed.

What other factors influence the learning process of limited English proficient children?

Two studies were presented that look at other factors that influence language acquisition and can inform the practice of teaching reading skills.

Neuroimaging, Language and Reading: The Interface of Brain and Environment presented by Jack Fletcher from the University of Texas at Houston Medical School.

Using noninvasive neuroimaging, changes in the brain and how multi-lingual knowledge is mapped in the brain can be seen through the neural circuits. There has been some controversy about whether different languages occupy different areas of the brain. This study indicates that, in children who become bilingual at an early age, the areas of the brain used for each language overlap. This overlap seems to suggest that, for bilingual children, the brain area used for the first language is recruited to help with the second language. What still needs to be studied is whether patterns in areas of the brain can change with instruction. Although the presentation focused primarily on brain activity, the researcher stressed the need to study the influence of environmental factors on neural patterns. This study can provide information on the neural processes underlying language and literacy skills.

Reading and Writing as Language Acquisition from the First Year of Life presented by Ragnhild Söderbergh from Stockholm, Sweden.

The presentation focused on the process by which very young children can be simultaneously engaged in oral and written language activities. The primary manner in which data were gathered was through qualitative measures of Swedish children in various daycare settings. These daycare centers used language games designed to build on spontaneous acts, such as look-point-name. The researcher found that by integrating written words into these games the children recognized written words in meaningful and entertaining ways. As a consequence, these children were starting the process of reading within their first year. By 16 months some of the children noticed and compared letters with their corresponding sounds. These findings are comparable to findings of previous international studies on children between two and three years of age. The researcher's conclusion indicates that "properly organized learning results in language development" in all of its expressions. The theoretical bases of these studies are being successfully applied to the literacy instruction of deaf children.

Literacy Development in Two Languages: Cognitive and Sociocultural Dimensions of Cross-Language Transfer presented by Aydin Y. Durgunoglu from the University of Minnesota at Duluth and Banu Oney, Education Development Center, Newton, Massachusetts.

By observing monolingual and bilingual students, this study considered the skills that are learned from the first language and then transferred to the learning process in the second language. Results presented indicate that certain skills may be more easily acquired in the first language and then transferred to the second language. The stronger the skills in the first language the more likely they will transfer to learning English. The study considered both cognitive and cultural development and concluded that it is not a waste of time to develop literacy in the first language of the child. It is not surprising that good teaching is universally effective in the sociocultural dimension. The more complex issues are the economic and political factors that influence parental attitudes and, thus, the literacy practices in the home. An additional contribution from this study is that it considered both alphabetic and non-alphabetic languages.

Bilingual Means Two: Assessment Issues, Early Literacy and Spanish-Speaking Children presented by Kathy Escamilla from the University of Colorado at Boulder.

This study is based on the research documenting that literacy in a child's native language transfers to the literacy in a second language. Based on this assumption, the researcher set out to find the best way to put this research into practice. Two studies were conducted looking at the impact of being bilingual on reading acquisition in first graders and in K-5 students. The researcher concluded that: a) in letter identification, the majority of students used both languages; b) during word tests, students had working knowledge of both languages; c) in writing vocabulary children tended to draw on all their linguistic skills (both English and Spanish), the Spanish children tended to use different patterns; d) in text reading, bilingual children interchanged syntax from either language; and e) Spanish-speaking children showed vowel emergence before consonants. The implications for practice include support for native language literacy, thus illustrating that reading and writing is not necessarily the same for English and Spanish. Assessments should combine concepts known in first language with those being learned in the second language. The researcher found that English writing rubrics do not look at second language writing issues and thus cannot help guide instruction in Spanish. This research is heavily based on practice and its implications look primarily at the application of research.

Vocabulary Improvement and Reading in English Language Learners: An Intervention Study by Barry McLauglin et al and presented by Diane August from the Center for Applied Linguistics, Washington, D.C.

This study looked at 300 fourth and fifth-grade students from Spanish language backgrounds that are English language learners. Three sites were involved in the study, and the goal was to investigate and improve vocabulary knowledge and reading comprehension. The study used a treatment group and a control group to consider the effect of the vocabulary improvement intervention on the students. The intervention included: 1) direct instruction vocabulary; 2) instruction in strategies to improve reading comprehension, such as inferring meaning from text; 3) activities outside the classroom to deepen students' understanding of word meanings; 4) instruction to teachers throughout the intervention; 5) use of native language, such as listening to the story in Spanish before dealing with it in English; 6) use of heterogeneous groups to help each other learn: and 7) teacher-researcher collaboration. Preliminary results indicate statistically significant gains in vocabulary mastery and semantic network for English-only students; and statistically significant gains in vocabulary mastery, polysemy production, morphology, and semantic network for English language learners. Both intervention groups showed gains in Cloze Reading scores, as a measure of reading comprehension. The preliminary results indicate that the intervention did impact children. Unlike other papers presented during this symposium, this study did not consider prior Spanish literacy or socio-economic status among the students in the study. Other research studies indicate that these could be confounding variables in this study.

Literacy Instruction for Bilingual Latino Students: Teachers' Experiences and Knowledge presented by Rosalinda Barrera and Robert Jiménez from the University of Illinois at Urbana-Champaign.

This qualitative study focused on the voices of the teachers involved in bilingual education. Thirty K-5 teachers from three school districts with strong records of innovation in bilingual education were interviewed using a semi-structured protocol that probed teachers' perceptions on curriculum, instruction, assessment and home-school connections. An analysis of the interviews indicates that: 1) very few curricula are culturally responsive or available to them; 2) the teachers have to bridge the gap between inappropriate curriculum materials and the students they serve by creating multiple strategies and techniques for responsive instruction; 3) similar concerns were voiced about the assessment of Latino students being out of date, culturally unfamiliar and misalign with the curricula; and 4) responses received regarding home-school relationships ranged from the lack of home language use being an impediment to wanting schools to be more responsive to parents with linguistic and cultural differences. The researchers concluded that the teachers were willing to do "whatever it takes" to help their students learn. This study's focus on the voice of teachers would indicate that current curricular initiatives might not be in alignment with the realities of classroom demands.

Descriptive Analysis of Four Exemplary K-3 Spanish Reading Programs in Texas: Are They Really Exemplary? by Michael Guerrero and Kris Sloan from the University of Texas at Austin. Presented by Michael Guerrero.

This descriptive study of four exemplary K-3 Spanish reading programs in Texas found six features shared by the programs. These features are:

- Explicit support of Spanish literacy and biliteracy (in and out of school).
- High expectations for both staff and students.
- Shared understanding of the Spanish "reading program".
- Alignment (i.e., equity and value) between Spanish and English programs.
- Explicit targeting of "skills" involved in reading beginning in Kindergarten.
- Explicit targeting of the Texas Assessment of Academic Skills (TAAS) through analysis of TAAS data and practice testing.

These exemplary programs also prompted a review of concerns regarding the mandated Spanish reading curriculum. The present curriculum in Texas is based on a translation of the English reading curriculum and does not take into account the difference between English and Spanish reading acquisition and thus may be developmentally inappropriate for English language learners. Additional concerns were raised

regarding measurement issues of the Spanish TAAS.

Literacy Characteristics of Hispanic Adolescent Immigrants with Limited Prior Education presented by Anna Uhl Chamot from the George Washington University in Washington, D.C.
The paper focuses on preliminary results of Project Accelerated Literacy (PAL), which identifies effective practices in developing literacy in under-schooled adolescent LEP students. This study includes two instructional conditions: 1) the bilingual condition, which has English literacy instruction with native language support and 2) the monolingual condition, which has all English literacy instruction. The three-year study began with teacher training prior to implementation of curriculum and has been using two cohorts of students. One of the goals of this study is to test an instructional model for students who have interrupted prior schooling and a high dropout rate within the school system. A mixed methods approach will be used to answer the research questions in the study. At the point of this presentation only the pre-test data had been collected from the two cohorts. A post-test will be administered to measure change and effect. The pre-test profile indicates that these students are highly motivated to read and understand its importance. The level of reading in Spanish was reflective of the amount of prior schooling and most of the students had a grade 2 to 3 vocabulary levels in Spanish. The study has experienced a 25% attrition rate between the two cohorts. One of the contributions this research provides is that it is one of the few research projects looking at adolescent children.

Reading in Spanish: The Case of the LEP Emergent Reader presented by Sylvia Cabazos Peña from the University of Texas at Brownsville.
The focus of this study is to consider the emergence of literacy behaviors in Spanish speaking children. This will be achieved using a Spanish version of the Concepts in Print (Clay). Preliminary results indicate that the children did very well in book handling and spatial interactive knowledge, but had difficulty with reading terminology. The implications from this study may include an acknowledgement that teaching reading in Spanish is different from teaching in English; the use of code-switching may disadvantage students because they are tested in English; and a rich environment in the classroom can raise the expectations of the children. This study was conducted in one city with a strong Hispanic population.

Note: *This study was still under development at press time and thus is not included in these final proceedings. It will be made available upon completion on the National Clearinghouse for Bilingual Education Web site.*

What are the gaps in the research we presently have?

The following section is a summary of the discussions and responses to the panel of presentations. Several gaps in reading research for English language learners emerged from the research presented on reading.

- Although several of the studies found that literacy in one's first language influenced the acquisition of a second language, thus influencing reading level, not all the studies incorporated this concept into their research design. This would indicate that convergence on this issue is still needed.
- The neural study appears to indicate that there is interaction between two languages rather than confusion. This is an important issue that needs additional investigation. Future studies could also include the implications this finding would have for teaching LEP students.
- The issue of using a translated English reading curriculum with Spanish-speaking students has not been definitively answered. Mounting evidence seems to indicate that the transference of English curricula to Spanish may not be developmentally and/or culturally appropriate.
- Several studies indicated that code-switching by teachers may have a detrimental effect on reading acquisition. Some of this evidence seemed anecdotal and more intentional research is needed to learn about the effect of this behavior.
- Several of the studies looked at the impact of teacher instruction and training, but more data are needed on the long-term impact these interventions have on teacher instruction.
- The need to disseminate research across disciplines was expressed at several points during the symposium. By inviting other constituencies into a dialogue, a greater impact on efforts to teach LEP students to read can be achieved.
- There is a need to identify models and programs that are yielding good results. This identification should also include the type of instruction being used and its effectiveness.

The participants of the symposium repeatedly articulated the need for more convergence on the issues listed previously. Along with this call for convergence was the desire that the complexity of the issues be admitted and multiple methods of investigation be accepted.

Future Directions for Research on Reading

The final session of the symposium allowed the participants to identify the next steps in reading research for LEP students. The items considered by the participants seem to mirror those articulated by the luncheon speaker, Reid Lyon from the National Institutes of Health. The following are the research questions posed by the participants:

- How is learning to read in English different and/or similar for LEP students versus native speakers?
- What are the best practices for teaching English literacy to older students who may or may not have literacy skills in their native language?
- How are K-12 teachers prepared for literacy instruction during pre-service training as well as in-service?
- What are the relationships in literacy development between alphabetic and non-alphabetic languages?
- What do teachers need to know about language in order to provide effective literacy instruction to English language learners?

Direction for setting priorities in research

The participants provided the following direction for the setting of priorities in research:

- Consider the diverse linguistic situations (i.e. border areas, Midwest and variety of languages) when organizing the research priorities.
- Coordinate the OBEMLA research agenda with the agendas of the Office of Educational Research and Improvement (OERI), the National Science Foundation (NSF) and the National Institute of Child Health and Human Development (NICHD).
- Require rigorous research methodology in funded projects.
- Conduct studies that provide rich descriptions of students, communities and linguistic situations involved in the teaching of reading skills.
- Avoid dichotomizing qualitative and quantitative research methods. They should be seen as integrative and complementary and both should be done well.

TOP

APPENDIX A * **Presenters' Biographical Information**

Dr. Diane August
Center for Applied Linguistics
Washington, DC

Diane August is currently an educational consultant based in Washington, D.C. Previously, she was a Senior Program Officer at the National Academy of Sciences and study director for the Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students. August has worked in a number of other positions. For ten years she was a public school teacher and school administrator in California. Subsequently, she served as Legislative Assistant in the area of education for a U.S. Congressman from California, worked as a Grants Officer for the Carnegie Corporation of New York, and was Director of Education for the Children's Defense Fund. August has also worked as an educational consultant in the areas of literacy, program improvement, evaluation and testing, and federal and state education policy. In 1981, she received her Ph.D. in education from Stanford University, and in 1982 completed a postdoctoral fellowship in psychology also at Stanford.

Dr. Rosalinda Barrera
University of Illinois at Urbana - Champaign
Champaign, Illinois

Rosalinda B. Barrera is Professor of Curriculum and Instruction at the University of Illinois at Urbana-Champaign, where she teaches courses in early childhood literacy and multicultural children's literature. She earned a Ph.D. degree in curriculum and instruction with a specialization in elementary reading from the University of Texas at Austin, where she also received a bachelor's degree in journalism and a master's in communication. She has been an elementary teacher, a school district administrator, and a professor at New Mexico State University, Las Cruces. Barrera is the lead editor of Kaleidoscope: A Multicultural Booklist for Grades K-8 (2nd ed., 1997) published by the National Council of Teachers of English. Recent writings by her are in Reading Research Quarterly, The New Advocate, and Journal of Literacy Research. She is a member of the National Advisory Committee on Head Start Research and Evaluation, the Reading Committee of the National Assessment of Educational Progress, and the editorial advisory board for a new journal, the International Journal of Early Childhood Literacy, among other professional activities.

Dr. Maria Bhattacharjee
University of Houston
Houston, Texas

Maria P. Bhattacharjee, Ed.D., is the Director for the Center for Professional Development and Teaching in the Department of Urban Education at the University of Houston-Downtown. This is a field-based program that prepares teachers to work in inner-city schools. She teaches the reading courses in Spanish. She has developed a tutorial program to help pre-service teachers to teach the reading component to young children. Her research agenda includes Print Awareness, methodology of teaching reading to bilingual children, and parental involvement. She also works with inner-city
schools in the area of planning, implementing, and assessing curriculum. She is a member of local, state, and national organizations including the National Association for Bilingual Education, American Educational Research Association, and National Association for the Education of Young Children.

Dr. Anna Uhl Chamot
The George Washington University
Washington, DC

Anna Uhl Chamot is Associate Professor of Secondary Education at the George Washington University in Washington, D.C. Her research interests include language learning strategies, content-based ESL and foreign language instruction, elementary school foreign language immersion, and literacy development of adolescent immigrant students. She is co-director of the National Capital Language Resource Center, a partnership between the George Washington University, Georgetown University, and the Center for Applied Linguistics. Chamot has authored numerous articles, book chapters, and books, including The Learning Strategies Handbook (1999) and The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach. She received her Ph.D. in ESL and Applied Linguistics from the University of Texas at Austin, her M.A. in Foreign Language Education from Teachers College, Columbia University, and her B.A. in Spanish Literature from the George Washington University.

The Honorable Michael Cohen
Former Assistant Secretary
U.S. Department of Education
Washington, DC

President Clinton nominated Michael Cohen to be Assistant Secretary for Elementary and Secondary Education on July 1, 1999, and he took office on November 22, 1999. Cohen's top priorities as Assistant Secretary included helping states complete the implementation of Title I requirements for final assessments and accountability; ensuring that the Office of Elementary and Secondary Education (OESE) programs work effectively to address the needs of Hispanic and other language minority students; and securing Congressional enactment of the Administration's proposal to strengthen and reauthorize the Elementary and Secondary Education Act.
Cohen was a principal designer of the Clinton Administration's approach to standards-based education reform. He served in the Administration since President Clinton and Secretary Riley took office in 1993. Initially he served in the Education Department as Senior Advisor to the Secretary, where he spearheaded the effort to design, enact and implement Goals 2000, the Administration's flagship program to help states set challenging academic standards for all students. In 1996 he moved to the White House where he served as Special Assistant to the President for Education Policy. There he was centrally involved in developing and implementing President Clinton's education priorities, including initiatives to raise academic standards; strengthen school accountability; expand public school choice; lower class size; recruit, prepare and reward outstanding teachers; modernize school buildings; and expand access to college.
Cohen has worked in public education for more than 25 years. From 1973 to 1983 he worked at the National Institute of Education, where he led the Effective Schools research. Subsequently, he was the Director of Policy Development and Planning at the National Association of State Boards of Education and Education Policy Director at the National Governors' Association, where he helped state education policymakers use research to guide state education reforms. While at the NGA, Cohen was the lead staff person for the governors during the 1989 Charlottesville Education Summit with President Bush and led the process for setting national education goals. Cohen also worked at the National Center on Education and the Economy as the Director of the National Alliance for Restructuring Education, a consortium of states, local school districts and other partners committed to standards-based reform. Cohen was born in Brooklyn New York, and is a product of the New York City public schools. He earned a B.A. from the State University of New York at Binghamton, and pursued graduate studies at the Ontario Institute for Studies in Education and The Johns Hopkins University.

Dr. Aydin Durgunoglu
University of Minnesota - Duluth
Duluth, Minnesota

A.Y. Durgunoglu is an Associate Professor in the Department of Psychology at the University of Minnesota Duluth. Trained as a cognitive psychologist, she conducts research on literacy development of both adults and children in different linguistic contexts as well as on bilingual cognition. She has edited (with L. Verhoeven) a book entitled "Literacy development in a

multilingual context: Cross-cultural perspectives. She is the co-developer (with Banu Oney) of an adult literacy program in Turkey.

Dr. Kathy Escamilla
University of Colorado - Boulder
Boulder, Colorado

Kathy Escamilla is currently Associate Professor, University of Colorado at Boulder - Language, Literacy and Culture. She received her Ph.D. from UCLA Los Angeles, California in 1987 in Curriculum and the Study of Schooling-emphasis in Bilingual Education. M.S. in Education with an emphasis in Bilingual-Bicultural Education from the University of Kansas, 1975 and a B.A. in Spanish and Education, University of Colorado, Boulder, Colorado.
She has over 28 years of experience in the field of bilingual education. Her professional experiences are varied. She was a bilingual elementary teacher in Johnstown, Colorado and inner-city Los Angeles, bilingual head-start teacher, Director of Bilingual Programs for the Tucson Unified School District and a professor of bilingual education. She also served two terms as the President of the National Association for Bilingual Education.
Escamilla has authored and co-authored many books and publications addressing bilingual education and her current reading research/areas of interest include Spanish literacy and transition from Spanish to English.

Dr. Jack M. Fletcher
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Jack M. Fletcher, Ph.D., is a professor in the Department of Pediatrics at the University of Texas-Houston Health Science Center, and Associate Director, Center for Academic and Reading Skills. For the past 20 years, Mr. Fletcher, a child neuropsychologist, has completed research on many aspects of the development reading, language, and other cognitive skills in children. He has worked extensively on issues related to learning and attention problems, including definition and classification, neurobiological correlates, and most recently, intervention. He collaborates on several grants on reading and attention funded by the National Institute of Child Health and Human Development and the National Science Foundation under the Interagency Educational Research Initiative. Fletcher is also Principal Investigator or Co-Principal Investigator on NIH-funded research projects involving children with brain injuries, including a program project on spina bifida and other projects involving children with traumatic brain injury. Fletcher served on and chaired the NICHD Mental Retardation/Developmental Disabilities study section and is a former member of the NICHD Maternal and Child Health study section. He chaired a committee on children with persistent reading disability for the Houston Independent School District (HISD) and served on a task force on reading for HISD that produced a report widely cited within the state of Texas as a model for enhancing reading instruction in elementary school children. Fletcher has received several service awards from local school districts. Fletcher is part of a large consortium of investigators from the University of Houston, University of Texas-Houston, University of Texas-Austin, and California State University-Long Beach who applied for a program project grant involving the development of literacy skills in Spanish-speaking and bilingual children under the recent NICHD/Department of Education Bilingual Research Initiative.

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Michael D. Guerrero is an assistant professor at the University of Texas at Austin. He presently teaches courses in second language acquisition, bilingual education, and Spanish reading methods. His present research agenda is centered on the development and measurement of the Spanish language proficiency of bilingual education teachers. He received his doctorate from the University of New Mexico in educational linguistics. Kris Sloan, a doctoral student in Curriculum &

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Dr. Robert Jiménez
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Robert Jiménez is currently an assistant professor at the University of Illinois at Urbana Champaign. He teaches courses on qualitative research methods, second language literacy, and issues related to the education of Latino/Latina students. He has taught in migrant agricultural education programs and was also a bilingual teacher. Jiménez has conducted research on the strategic processing of competent and less competent bilingual readers, and on the instruction provided to Latina/o students. He was a recipient of the Albert J. Harris Research Award provided by the International Reading Association, the Initial Career Award granted by the Office of Special Education Programs, U.S. Department of Education, and the Arnold O. Beckman Research Award granted by the University of Illinois. He has published his work in a variety of journals including the American Educational Research Journal, Elementary School Journal, Reading Research Quarterly, The Reading Teacher and the Journal of Adolescent and Adult Literacy. He may be contacted at 303 Education, University of Illinois at Urbana-Champaign, 1310 S. Sixth Street, Champaign, Illinois 61820.

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Reid Lyon is a research psychologist and the Chief of the Child Development and Behavior Branch within the National Institute of Child Health and Human Development at the NIH. Within this context he is responsible for the direction, development and management of research programs in reading development and disorders, learning disabilities, language disorders and disorders of attention, cognitive, social, and affective development, and cognitive neuroscience. Prior to joining the NIH on a full-time basis in l991, Lyon served as an associate professor of neurology at the University of Vermont from l983 until l991. He has also served on the faculties of Northwestern University (Evanston, IL) and the University of Alabama - Birmingham. Lyon received his doctorate with concentrations in neuropsychology and special education from the University of New Mexico in l978. He completed his internship in developmental neuropsychology at the University of New Mexico Medical Center and served as a research neuropsychologist and professor at the University of Alabama and Northwestern University. He has also taught children with learning disabilities in the public schools and has served as a third grade classroom teacher. Lyon has authored, co-authored and edited over 85 journal articles, books, and book chapters addressing learning differences and disabilities in children. His six most recent edited books are Better Understanding Learning Disabilities; Frames of Reference for the Assessment of Learning Disabilities; Attention, Memory and Executive Function; Neuroimaging: A Window on the Neurological Foundations of Learning and Behavior; Developmental Neuroimaging: Mapping the Development of Brain and Behavior, and The Pre-Frontal Cortex: Evolution, Biology, and Behavior. He has served or is presently serving on the editorial boards for Reading and Writing: An Interdisciplinary Journal; The Journal of Learning Disabilities; The Clinical Neuropsychologist; Learning Disabilities Quarterly; Learning Disabilities Research and Practice; the Journal of Consulting and Clinical Psychology; Learning and Individual Differences, Developmental Neuropsychology and the Journal of Experimental and Clinical Neuropsychology.
Lyon is a member of the American Psychological Association, a fellow of the International Academy for Research in Learning Disabilities, the International Neuropsychological Society, and the Council for Exceptional Children. He is also responsible for translating NIH scientific discoveries relevant to the health and education of children to the White House, the United States Congress, and other governmental agencies.

Dr. Banu Oney
Education Development Center

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Banu Oney is a Senior Research Associate at EDC (Education Development Center). She received her Ph.D. in educational psychology from the University of California, Santa Barbara. Prior to joining EDC, she was an Associate Professor of Psychology at the Bogazici University in Istanbul, and a Visiting Associate Professor at the University of Delaware. Her research focuses on reading acquisition in children and adults and educational technology.
Her central research focus is reading acquisition across different writing systems. This work examines the effects of language and orthography on beginning and skilled reading.
In 1995 she and Aydin Durgunoglu began developing an adult literacy program that has now reached over 10,000 individuals in Turkey. While developing, implementing and evaluating the Functional Adult Literacy Program she and
Durgunoglu also conducted research aimed at understanding the cognitive, social, and personal dimensions of adult literacy development.
Oney's work in educational technology focuses on developing effective multimedia environments for learning. She directed the Educational Technology Center at Bogazici University. Between 1996 and 1999 she co-directed (with Richard Venezky) the Alphabet Superhighway Project at the University of Delaware. Currently Oney is co-directing (with David Dickinson) a project funded by Inter Agency Educational Research Initiative. This 3 year, 3.6 million dollar project focuses on the use of distance technology (WWW and I-TV) for staff development in early literacy.

Dr. Sylvia Cavazos Peña
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Sylvia Cavazos Peña received her doctorate in Curriculum and Instruction from the College of Education at the University of Houston with a specialization in language arts and teaching language minority students. Prior to that she completed an M.A. in Spanish literature and linguistics, also at the University of Houston, and a B.A. in Spanish and English from Texas A&I University in Kingsville, Texas. She has been a public school teacher, a community college adjunct instructor, a student teaching supervisor, and a tenure track faculty member in teacher education. Her areas of interest are language and literacy in bilingual education, teacher preparation and children's literature in Spanish. In collaboration with other colleagues, she has conducted research in emergent literacy among limited English proficient children in an attempt to understand how some children become good readers and what constitutes a best practice for that population. Her scholarly activities include edited books, chapters, articles, federally funded grants, and numerous conference presentations.

Dr. Ragnhild Söderbergh
Stockholm, Sweden

Ragnhild Söderbergh was born on March 8, 1933. She obtained her doctoral degree at the University of Stockholm in 1964. She was an associate professor (1964-1976) at the University of Stockholm; and professor at the Lund University (1983-1998). Her research is in children's language acquisition. She directed research projects supported by the Swedish Research Council for the Humanities and Social Sciences. She has been professor emeritus at Lund University since 1998.
Her most recent studies are in child language syntax, word formation, dialogue and early reading. A few of her major works are: "Barnets tidiga sprakutveckling" (Children's early language development), 1979; 1988; "Reading in Early Childhood", 1971, reprinted by Georgetown University Press, 1977; "Fran berattelse till bild..." (From Story to Picture: A five-year-old fluent reader's book-illustrating drawings); "Fran joller till lasning och skrivning" (From Babbling to Reading and Writing), ed., 1996; "Apprcndrc a lire avant de savoir parler," with Rachel Cohen, Paris: Albin Michel Education, 1999.
Söderbergh organized the 4th International Congress for the Study of Child Language, at the Lund University, Sweden, 1987. In 1990 she founded The Nordic Association for the Study of Child Language. She also organized seven different child language symposia in Lund during the

years 1988-1997. In July 1998, she gave a course in early reading to preschool teachers at Chancellor's College, Zomba, Malawi. Her method of early reading is practiced at a number of Swedish day care centers. She has collaborated with Ojaby Preschool (Swedish day care centers, in which children are cared from one year of age (called preschools). She produced a video documenting the work at the daycare center that is being made available in VHS format.

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APPENDIX C * **Agenda**

Wednesday, April 19, 2000

7:00am - 5:00pm	Registration Foyer Forum	Forum Foyer
7:00am - 9:00am	Continental Breakfast Foyer Forum	Forum Foyer
9:00am - 9:15am	**Welcome** Mr. Art Love, Acting Director, Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education, Washington, D.C.	Executive Forum
9:15am - 9:45am	**Keynote** The Honorable Michael Cohen, Former Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education, Washington, DC	Executive Forum
9:45am - 10:00am	Break	
10:00am - 10:20am	**PAPER 1:** ***"Neuroimaging, Language and Reading: The Interface of Brain and Environment"*** -- Dr. Jack Fletcher, The University of Texas at Houston Medical School, Houston, TX	Executive Forum
10:20am - 10:40am	**PAPER 2:** ***"Literacy Development in Two Languages: Executive Forum Cognitive and Sociocultural Dimensions of Cross-Language Transfer"*** -- Dr. Aydin Y. Durgunoglu University of Minnesota - Duluth -- Dr. Banu Oney, Education Development Center, Newton, MA	Executive Forum
10:40am - 11:00am	**PAPER 3:** ***"Bilingual Means Two: Assessment Issues, Early Literacy and Spanish-Speaking Children"*** -- Dr. Kathy Escamilla, University of Colorado at Boulder, Boulder, CO	Executive Forum
11:00am - 12:00pm	**Questions & Answers - Overview of Issues Raised During Presentations** -- Moderator: Dr. Donna Christian, Center for Applied Linguistics, Washington, DC	Executive Forum
12:00pm - 1:30pm	**Luncheon** -- Speaker: Dr. G. Reid Lyon, The National Institute of Child Health and Human Development, National Institutes of Health, Bethesda, MD	Colonnade Restaurant

1:30pm - 1:50pm	**PAPER 4:** ***"Reading in Spanish: The Case of the LEP Executive Forum Emergent Reader"*** -- Dr. Sylvia Cavazos Peña, University of Texas at Brownsville, Brownsville, TX -- Dr. Maria Bhattacharjee, University of Houston, Houston, TX	Executive Forum
1:50pm - 2:10pm	**PAPER 5:** **"Literacy Development in Adolescent English Executive Forum Language Learners"** -- Dr. Anna Uhl Chamot, The George Washington University, Washington, DC	Executive Forum
2:10pm - 2:30pm	**PAPER 6:** ***"Transfer of Reading Skills"*** ***"Vocabulary Improvement"*** -- Dr. Diane August, Center for Applied Linguistics, Washington, DC	Executive Forum
2:30pm - 3:30pm	**Questions & Answers - Overview of Issues Raised During Presentations** -- Moderator: Dr. Howard Smith, University of Texas at San Antonio, San Antonio, TX	Executive Forum
3:30pm - 3:4pm	Break	
3:45pm - 4:30pm	**Discussion of Day's Presentations** -- Moderator: Dr. Howard Smith, University of Texas at San Antonio, San Antonio, TX	Executive Forum
4:30pm	Adjourn	

Thursday, April 20, 2000

7:00am - 9:00am	Continental Breakfast	Ballroom II Foyer
8:30am - 8:50am	**PAPER 7:** ***"High-Performing Spanish Reading Programs"*** -- Dr. Michael Guerrero, University of Texas at Austin, Austin, TX	Ballroom II
8:50am - 9:10am	**PAPER 8:** ***"What Bilingual Teachers Have to Say about Literacy Instruction for Latino Students"*** -- Dr. Rosalinda Barrera, University of Illinois at Urbana - Champaign, Champaign, IL -- Dr. Robert Jiménez, University of Illinois at Urbana - Champaign, Champaign, IL	Ballroom II

9:10am - 9:30am	**PAPER 9:** ***"Reading and Writing as Language Acquisition from the First Year of Life"*** -- Dr. Ragnhild Söderbergh, Author and Linguist, Stockholm, Sweden	Ballroom II
9:30am - 10:30am	**Questions & Answers - Overview of Issues Raised During Presentations** -- Moderator: Dr. Flora Brown, University of Illinois at Chicago, Chicago, IL	Ballroom II
10:30am - 10:45am	Break	
10:45am - 11:45am	**Next Steps for Reading Research - Breakout Sessions** Breakout Session -- Ballroom II Breakout Session -- Roosevelt Room Breakout Session -- Sulgrave Room	
11:45am - 12:00pm	Wrap Up	Ballroom II
12:00pm	Adjourn	

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