

Developing a strategy for English as an additional language and English language learners: A research review and bibliography

Richard Andrews
(University of London)

Andrews, Richard. (2010). Developing a strategy for English as an additional language and English language learners: A research review and bibliography. *Foreign Language Education Research*, 13, 1-24.

This article presents an initial review of research (published in English) on the impact, internationally, of English as an additional language (EAL) provision in the school sector. The impact is on English language learners (ELL): children and young people for whom English is an additional language and who are thought to need extra help with English to succeed in the school system. The review looks not only at the impact on children and young people, but also at the nature and efficacy of the teacher workforce, concluding that there are several gaps in provision and in research in the field.

Key Words: English as an additional language (EAL), English language learners (ELL), bilingual, plurilingual, teacher workforce, research

I. Introduction

As part of a project on developing a strategy on English as an Additional Language (EAL) for the teaching workforce in the UK, a scoping study was undertaken to see what research was available on the topic. A scoping study (see Torgerson, 2003, pp. 27-8) *maps* the research that is published. It does not review it in depth. The value of a scoping study is that it can map the existing research territory to be covered and, crucially, identify gaps in the field. This particular study goes further than a scoping study, however, in discussing some of the key articles published in the last decade, with a view to providing a foundation for further research in the field, as well as to inform policy and practice.

The research questions that drove the review were as follows:

‘what research has been undertaken [in English] on the impact of EAL provision in the school sector in the UK and elsewhere?’, ‘what research is there on the nature and/or efficacy of the teacher workforce in EAL in the UK and elsewhere?’ and ‘what gaps are there in terms of research and provision?’. In short, the review focuses first on the impact on learners, then on the nature and efficacy of the teaching workforce; and then identifies gaps in the field.

II. Background

A more coherent strategy for the EAL teaching workforce in the UK was the major aim of a project undertaken by the Institute of Education and Learning Skills Council on behalf of the UK government’s Training and Development Agency between 2008 and 2010. Provision for EAL in the UK had been patchy up to this point, with a number of limited-life projects, each of which attempted to address the question of English as an additional language, largely from a remedial perspective. Many of these projects were successful in their own terms, but did not address the nature of the teaching workforce. The TDA project provided a strategy for a more coherent approach, specifically with regard to the preparation and development of the teaching workforce as a whole: teachers, classroom assistants, second language specialists, special educational needs teachers, and others. The scale of the issue to be addressed is large: the government department responsible for education, the Department for Education, presented figures for January 2009 that showed that 12.8% of the school population overall has a first language other than English. This figure does not mean that all those students required EAL assistance; many of them may have been fluently bilingual.

But it goes without saying that the acquisition and use of English in the school system is essential to understanding, involvement and progress – not only in the subject English, but across the curriculum.

Although the research has focused primarily on the situation in the UK (and more specifically, England), the search strategy looked at sources of research to identify relevant practice internationally.

However, a key search term has been English as an Additional Language (EAL) or its equivalent term in the USA, English language learners (ELL), rather than the broader and different categories and fields of English Language Teaching (ELT), English as a Foreign Language (EFL), English as a Second Language (ESL) or English to Speakers of Other Languages (ESOL). The focus of the review, then, is on the politically-informed notion of English as an Additional Language as taught in schools in the UK, but with light shed upon it from international perspectives. The term English as an *additional* language recognizes that students may have more than one language other than English:

Many new arrivals from overseas have English as an additional language (EAL) needs. They may speak, understand or be literate in more than one language and may have some experience of English but will require support to acquire fluency in English and to access the curriculum (QCDA, 2009).

The present study focussed not just on new arrivals, but on all students who are identified as in need of English language support.

III. Methodological approach

1. The search strategy

The methodological approach, falling between a scoping study and an ‘expert’ review undertaken by a single person, has limitations. It is not a systematic review, which would require a small team to provide cross-checking and moderating activities. However, as the bibliographies show, the searching was extensive and an informal team advised on identifying sources. The following sources were examined: The Educational Resources Information Center (ERIC); PsycINFO; the Campbell Collaboration Social, Psychological, Educational Criminological Trials Register (C2SPECTR); the British Education Index; and other electronic databases. All searches were for the period 2000-2009 inclusive. A hand search was also conducted, based on the expertise and advice

of those within the project team and within the National Association for Language Development in the Curriculum (NALDIC).

More detail is provided here for transparency and in case readers would like to replicate the search. In order to identify relevant literature, the following academic electronic databases were searched:

Education Resources Information Center (ERIC)

Contains over one million bibliographic records of journals articles, books and book chapters, research reports, conference papers, theses and other education-related materials from 1996 onwards. Includes online thesaurus.

PsycINFO

Contains citations and summaries of journal articles, book chapters, books, and technical reports in the field of psychology and psychological aspects of related disciplines, including educational studies. Journal coverage includes international material selected from more than 1,900 periodicals. Current chapter and book coverage includes worldwide English-language material published from 1987-present.

British Education Index (BEI)

Indexes over 300 education and training journals published in the British Isles from 1976 to date. Also contains reports and conference literature.

Social Sciences Citation Index (SSCI)

Indexes more than 1,725 journals across 50 social sciences disciplines, and indexes individually selected, relevant items from over 3,300 of the world's leading scientific and technical journals.

Applied Social Sciences Index and Abstracts (ASSIA)

Indexes around 650 English language social science journals. Subject coverage includes social services, health, employment, ethnic studies, education, criminology, and related areas.

The Campbell Library and C2-SPECTR

A database of trials and systematic reviews in the areas of education, criminal justice and social welfare.

Keywords and search terms for the electronic searches were developed. These were used in combination as follows:

1. teach* within 3 (method* or strategy*) **or** (teacher or instructional) effectiveness **or** teacher role
2. English within 3 (additional language) **or** EAL **or** English language learners **or** ELL
3. (bilingual or multilingual or plurilingual) within 3 (student* or pupil* or child* or adolescent* or learner*) **or** bilingual education
4. 2 or 3
5. 1 and 4

All of the search terms were used in free text searching. The searches were limited to journal articles, books and book chapters, research reports and conference papers published in English between 2000 and 2009. In addition to searches of electronic resources, a hand search was also conducted, based on the expertise and advice of those within the project team and within NALDIC. The journal *Language and Education* was hand-searched for articles published since 2000. Furthermore, the search portals (www.eep.ac.uk, www.ceruk.ac.uk and www.ttrb.ac.uk) were used to double-check that little or no research had been missed.

2. Inclusion and exclusion criteria

Research was sought that:

1. had been published since 2000.
2. was in the English language, and about the teaching of English.
3. used any research methodology and method, including descriptive case study accounts and systematic reviews.
4. looked at the impact of EAL and ELL provision.

5. looked at the nature and/or efficacy of the teacher workforce (teaching assistants, teachers, managers).
6. was concerned with the school sector (i.e. 3-18).

Exclusion criteria largely reflect the inclusion criteria. They are useful in identifying and selecting research more precisely. Specifically, research was excluded that:

1. was published before 2000.
2. was in languages other than English; or was about the teaching of languages other than English, except in bilingual or multilingual contexts alongside English.
3. was identified as ELT, ESL, ESOL or EFL.
4. dealt with provision outside the 3-18 age range.
5. did not address the teacher workforce.
6. was not research, i.e. did not contribute to new knowledge and did not give an account of its methodology and/or methods.

It is important to note that the inclusion and exclusion criteria were fairly broad, especially in their focus on any research methodology and method. This was not a study that sought to limit itself to randomized controlled trials or, more generally, to intervention studies. There are weaknesses in such an approach, as the narrow measurement of ‘effectiveness’ would be compromised; but the strengths are that at the mapping stage, research that was relevant to the questions being asked would be identified and would help to map the field more thoroughly. On the other hand, the research review was delimited by excluding research into English Language Teaching (ELT), English as a Second Language (ESL), English to Speakers of Other Languages (ESOL) or English as a Foreign Language (EFL) – all overlapping and broadly relevant fields in themselves, but not specifically focussed on the immediate political context in which we were working. Furthermore, the focus was clearly on *research* rather than on policy papers or untheorized accounts of practice.

3. Data collection, analysis and synthesis

The initial searching was by title and abstract. A screening exercise of titles and abstracts was undertaken, erring on the side of inclusion. A bibliography of included and excluded studies has been composed and is attached as part of the references. Following screening, a map of the field was drawn up and gaps in the literature were identified.

The map did, in fact, reveal a large number of studies for inclusion. The rest of the present article gives an account of the map by synthesizing the results of the individual studies. The synthesis followed the simple process of grid or matrix analysis, where key words identified in the search strategy were used to extract data from the summaries of each of the studies. This approach is not unlike the use of grid analysis for the synthesis and distillation of interview (and other types of qualitative) data.

IV. What are the results?

Fifty-five studies were identified in the period from 2000 to 2009 that begin to provide a research basis for the future development of English as an Additional Language for the school workforce. The full annotated list (map) is available as an appendix in Andrews (2009).

The indications from the research to date are that there are ten major areas that need to be addressed:

1. *A policy framework that sets out curricular and assessment standards and requirements for EAL development* (Butcher et al., 2007; Christensen & Stanat, 2007; Murakami, 2008; Wallen & Kelly-Holmes, 2006). This area is probably the most important for forging a coherent national policy for the support of EAL teaching in any country. Where there is no such curricular document, provision tends to be patchy; and where a curriculum document exists, but is not supported by an assessment framework (see 10, below), it is likely to be honoured more in the breach than the observance. The

existence of a national framework indicates that EAL policy is a priority for a country/nation.

2. *A knowledge base for teachers that includes cultural, linguistic and cognitive dimensions* (Christensen & Stanat, 2007; Dresser, 2007; Flynn, 2007; Karabenick & Noda, 2004; Leung & Creese, 2008) including:
 - a. *Language proficiency*. Paneque and Barbeta (2006), for example, in examining the efficacy of special education teachers of English language learners, found that no significant differences were found for teacher preparation, years of service or socio-economic status of students; but language capability in students correlated with teacher perceptions of self-efficacy, where teachers also spoke those languages.
 - b. *An understanding that many of the language strategies used for EAL teaching are good for English as a mother tongue learners too* (Facella et al., 2005; Leung & Slavin, 2005; Yoon, 2007). Leung and Slavin's report is itself a research review of the effectiveness of reading programmes for second language learners. Its conclusions are very close to those of the current article, with the exception that (methodologically) it calls for more randomised controlled trials in the field.
 - c. *Training in the distinctions between EAL and EAL with special needs*, (Layton et al., 2002). All too often, the two categories have been conflated, resulting in capable and/or bright English language learners being categorized institutionally as having learning difficulties when what they need is fast-track English language support.
3. *Bridging of the divide between schools and the community* (Conteh et al., 2007; Guo & Mohan, 2008; Karabenick & Noda, 2004) so that:
 - a. *There is a move away from a deficit model of EAL* (Conteh et al., 2007; Parke et al., 2002) towards high expectations (Olson & Land, 2007).

There is a persistent deficit model applied to the EAL/ELL field which, related to point 2c above, has a holding-back effect on learners for whom English is an additional language.

- b. *The full range of linguistic and cultural competence is taken into account in designing literacy interventions in classrooms* (Wallace, 2005). Wallace studied the developing understanding of literacy in four bilingual year 5 children in London within the context of the government's 'literacy hour' initiative, and found that the literacy hour only reflected a small part of the students' experience of, influence on and interest in language.
 - c. *There is recognition that national policy needs to be interpreted locally* (Creese, 2003; Leung & Creese, 2008). This is a point that needs to be taken into account in the formation and implementation of national policy: those local circumstances are often distinctive, and that flexibility must operate in order to maximize potential for English language learners and teachers.
4. *Bilingualism needs to be encouraged from an early age* (Kenner, 2004), where possible, and *the fact that bilingual pupils are better at some aspects of English than others needs to be recognized and built upon* (Cameron & Besser, 2004; Robertson, 2006; Wiese, 2004). Cameron and Besser's paper, for example, is an extensive report, reviewing research in a policy context. It focuses on 'advanced learners' of English as an additional language, i.e. those who have been in the country for more than 5 years. Scripts of 264 pupils were analysed quantitatively and qualitatively to identify features of writing that pupils learning EAL handle less well than native speakers/writers. The results show that EAL pupils handle a variety of genres, prepositions and the composition of short, fixed phrases less well than English as a mother tongue students. Other features are handled less well by lower achieving EAL pupils.

However, use of metaphor in the higher achieving EAL pupils was better handled than by English as a mother tongue students, contrary to many assumptions.

5. *There needs to be a move towards a plurilinguism in policy and practice* (Mehmedbegovic, 2007). The paper by Mehmedbegovic is itself a policy and data review on language diversity in London schools, suggesting a move toward the concept of plurilinguistic profiles for all learners. Such profiles detail what all learners know in terms of different languages, and to what extent they have competence and fluency – and need development. The conceptual shift is important in that it no longer sees ‘English as an additional language’ as a deficit position for learners (see 3a above).
6. *Mainstreaming of EAL pupils must be retained as a principle* (Hite & Evans, 2006) with high expectations and sufficient language support (Chen, 2007).
7. *Models of partnership between EAL specialists and curriculum content specialists need to be developed*, moving from support through transmitter/explainer and interpreter modes to a full partnership model (Creese, 2004, 2006; Gardner, 2006).
8. *The importance of oral communication must be recognized, in more than one language* (Conteh, 2007; Estrada, 2005; Fumoto et al., 2007).
9. *The importance of developing academic registers specific to academic success for EAL pupils must be recognized* (Kotler et al., 2001).
10. *Assessment frameworks for EAL development and achievement are needed* (Rea-Dickins, 2001) with:
 - a. distinctions between summative and formative assessment clearly made (Leung & Rea-Dickins, 2007).
 - b. more sensitivity to context (Teasdale & Leung, 2000; Walters, 2007).
 - c. awareness of the potential for learning of assessment models and encounters (Rea-Dickins, 2006).

- d. distinctions between language learning needs, special educational needs and curriculum content needs made (Rea-Dickins, 2001).
- e. lessons learnt from successful models in the USA and Australia (Scott & Erduran, 2004).

V. What are the gaps?

There are a number of gaps in the research that has been published since 2000. These can be identified as follows:

1. Although there is plenty of policy analysis, there is little research that addresses pedagogic practices in EAL teaching. Most classroom based research is small-scale, based on teacher perceptions, and/or anecdotal. While there is a place for such research, there is a distinct lack of:
 - a. larger-scale studies
 - b. longitudinal studies
 - c. studies with a balance of qualitative and quantitative data
 - d. comparative studies
2. As a reflection of (1), there are few accounts of learning¹, other than individual case studies. Again, with regard to learning, there is a distinct lack of:
 - a. larger-scale studies
 - b. longitudinal studies
 - c. studies with a balance of qualitative and quantitative data
 - d. comparative studies
3. Most of the research appears to be focussed on the early years and on primary education. There is a gap in studies that focus on the 11-18 age group.
4. There is little or no research or analysis on routes into EAL teaching, or on the continuing professional

1) Learning, *per se*, fell outside the remit of the present review if it did not imply the involvement of teaching and teachers.

development needs of teachers in this respect.

5. Because it is a relatively new field, there is little research on plurilingualism and its practices and/or policies.

VI. Conclusion

There are inevitably limitations to a research review that is undertaken individually, even with expert advice and support. There are possibilities of bias. However, every effort was taken to minimize bias in the present study, and the comprehensiveness of the review will be an advantage. More importantly, it seems worth offering the report for publication at this stage, as further studies might be identified that would strengthen it further; and clear gaps have already been noted that need to be filled by future research in the field. There is also scope for similar reviews based on research in other languages, e.g. Korean, Chinese, Spanish. The results show a dearth of longitudinal studies; of large scale studies; of mixed methods studies; and of comparative studies. There is little research on the secondary years of schooling, on the analysis of routes into teaching English as an additional language in the school system; or on the concept of plurilingualism.

As national policy is reviewed and developed on the needs of English language learners and of the teaching of English as an additional language, it is important to have a research foundation on which to build. It is hoped the present study and its bibliography may inform not just policy-making in England and the UK, but also more widely in the USA and Canada (where much of the reviewed research originates) and elsewhere in world where matters of curriculum design, teacher expertise and provision for second language learners are of concern.

Acknowledgements

The research in this article was funded by the UK's Training and Development Agency. I wish also to thank Alison Robinson for her part in designing the search strategy for the review and in locating many of the studies that were accessed. She also composed

the bibliography. Dina Medmedbegovic and Catherine Wallace helped with the identification of sources through hand-searching; I am also grateful to David Mallows for his advice in the preparation of the article. Gaps and shortcomings in the review are inevitable, and notification of these will be welcome.

References

Instead of a conventional set of references, a bibliography is provided to aid further research and for policy and practice use. It is divided into five sections: 1) studies included in the map because they met the inclusion criteria and were thus deemed to be highly relevant to answering the research questions; 2) studies that were sourced, read and screened (i.e. they were read quickly to determine their relevance to the questions in hand – these articles were relevant to the field but not to the particular research questions); 3) full texts obtained but where there was not enough time in the confines of the project to read them – these may be of relevance to the research questions; 4) full texts that were sought but were not obtained during the timescale of the review – again, these may be of significance; and 5) further references for contextual use.

Studies included in the map

- Barnard, C., & Burgess, J. (2001). Secondary INSET in the mainstream education of bilingual pupils in England. *Journal of In-service Education*, 27(2), 323-352.
- Bezemer, J. (2007). “They don’t have that feeling”: The attribution of linguistic resources to multilingual students in a primary school. *Linguistics and Education: An International Research Journal*, 18(1), 65-78.
- Butcher, J., Sinka, I., & Troman, G. (2007). Exploring diversity: Teacher education policy and bilingualism. *Research Papers in Education*, 22(4), 483-501.
- Cameron, L., & Besser, S. (2004). *Writing in English as an additional language at key stage 2*. Nottingham: Department for Education and Skills.

-
- Chen, Y. (2007). Equality and inequality of opportunity in education: Chinese emergent bilingual children in the English mainstream classroom. *Language, Culture and Curriculum*, 20(1), 36-51.
- Christensen, G., & Stanat, P. (2007). *Language policies and practices for helping immigrants and second generation students succeed*. Migration Policy Institute/Bertelsmann Stiftung (The Transatlantic Task Force on Immigration and Integration).
- Conteh, J. (2000). Multilingual classrooms standards and quality: Three children and a lot of bouncing balls. *Language and Education*, 14(1), 1-17.
- Conteh, J. (2007). Opening doors to success in multilingual classrooms: Bilingualism, code switching and the professional identities of ethnic minority primary teachers. *Language and Education*, 21(6), 457-472.
- Conteh, J., Martin, P., & Robertson, L. H. (Eds.). (2007). *Multilingual learning: Stories from schools and communities in Britain*. Stoke-on-Trent: Trentham Books.
- Cortazzi, M., & Jin, L. (2007). Narrative learning, EAL and metacognitive development. *Early Child Development and Care*, 177(6-7), 645-660.
- Creese, A. (2003). Language, ethnicity, and the mediation of allegations of racism: Negotiating diversity and sameness in multilingual school discourses. *International Journal of Bilingual Education and Bilingualism*, 6(3-4), 221-236.
- Creese, A. (2004). Bilingual teachers in mainstream secondary school classrooms: Using Turkish for curriculum learning. *International Journal of Bilingual Education and Bilingualism*, 7(2-3), 189-203.
- Creese, A. (2006). Supporting talk? Partnership teachers in classroom interaction. *International Journal of Bilingual Education and Bilingualism*, 9(4), 434-453.
- Dresser, R. (2007). The effects of teacher inquiry in the bilingual language arts classroom. *Teacher Education Quarterly*, 34(3), 53-66.
- Estrada, P. (2005). The courage to grow: A researcher and teacher linking professional development with small-group reading instruction and student achievement. *Research in the Teaching*

-
- of English*, 39(4), 320-364.
- Facella, M. A., Rampino, K. M., & Shea, E. K. (2005). Effective teaching strategies for English language learners. *Bilingual Research Journal*, 29(1), 209-221.
- Flynn, N. (2007). Good practice for pupils learning English as an additional language: Lessons from effective literacy teachers in inner-city primary schools. *Journal of Early Childhood Literacy*, 7(2), 177-198.
- Fumoto, H., Hargreaves, D. J., & Maxwell, S. (2007). Teachers' perceptions of their relationships with children who speak English as an additional language in early childhood settings. *Journal of Early Childhood Research*, 5(2), 135-153.
- Gardner, S. (2004). Four critical features of teacher-guided reporting in infant science and literacy contexts. *Language and Education*, 18(5), 361-378.
- Gardner, S. (2006). Centre-stage in the instructional register: Partnership talk in primary EAL. *International Journal of Bilingual Education and Bilingualism*, 9(4), 476-494.
- Gardner, S., & Rea-Dickins, P. (2001). Conglomeration or chameleon? Teachers' representations of language in the assessment of learners with English as an additional language. *Language Awareness*, 10(2-3), 161-77.
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children*, 66(4), 454-470.
- Guo, Y., & Mohan, B. (2008). ESL parents and teachers: Towards dialogue. *Language and Education*, 22(1), 17-33
- Hite, C. E., & Evans, L. S. (2006). Mainstream first-grade teachers' understanding of strategies for accommodating the needs of English language learners. *Teacher Education Quarterly*, 33(2), 89-110.
- Karabenick, S. A., & Noda, P. A. C. (2004). Professional development implications of teachers' beliefs and attitudes toward English language learners. *Bilingual Research Journal*, 28(1), 55-75.
- Kenner, C. (2004) *Becoming biliterate: Young children learning different writing systems*. Stoke-on-Trent: Trentham Books
- Kotler, A., Wegerif, R., & LeVoi, M. (2001). Oracy and the

- educational achievement of pupils with English as an additional language: The impact of bringing “talking partners” into Bradford schools. *International Journal of Bilingual Education and Bilingualism*, 4(6), 403-419.
- Layton, C. A., & Lock, R. H. (2002). Sensitizing teachers to English language learner evaluation procedures for students with learning disabilities. *Teacher Education and Special Education*, 25(4), 362-367.
- Leung, A., & Slavin, R. (2005). Effective reading programs for English language learners and other language minority students. *Bilingual Research Journal*, 29(2), 244-267.
- Leung, C., & Creese, A. (2008). Professional issues in working with ethno-linguistic difference: Inclusive policy in practice. In D. E. Murray (Ed.), *Planning change, changing plans: Innovations in second language teaching*(pp. 155-173). Ann Arbor, MI: The University of Michigan press.
- Leung, C., & Rea-Dickins, P. (2007). Teacher assessment as policy instrument: Contradictions and capacities. *Language Assessment Quarterly*, 4(1), 6-36.
- Low, G., & Bevertson, S. (2004). ICT, literacy learning and ESL learners. In R. Andrews (Ed.), *The Impact of ICT on Literacy Education*(pp. 91-123). London: Routledge.
- Mehmedbegovic, D. (2007). “Miss, who needs the languages of immigrants?” London’s multilingual schools. In T. Brighouse & L. Fullick (Eds.), *Education in a global city: Essays for London*(pp. 221-52). London: IOE publications.
- Mickan P. (2007). Doing science and home economics: Curriculum socialization of new arrivals in Australia. *Language and Education*, 21(2), 107-123.
- Murakami, C. (2008). “Everybody is just fumbling along”: An investigation of views regarding EAL training and support provisions in a rural area. *Language and Education*, 4, 265-282.
- Olson, C. B., & Land, R. (2007). A cognitive strategies approach to reading and writing instruction for English language learners in secondary school. *Research in the Teaching of English*, 41(3), 269-303.
- Paneque, O. M., & Barbetta, P. M. (2006). A study of teacher

- efficacy of special education teachers of English language learners with disabilities. *Bilingual Research Journal*, 30(1), 171-193.
- Parke, T., Drury, R., Kenner, C., & Robertson, L. H. (2002). Revealing invisible worlds: Connecting the mainstream with bilingual children's home and community learning. *Journal of Early Childhood Literacy*, 2(2), 195-220.
- Purdy, J. (2008). Inviting conversation: Meaningful talk about texts for English language learners. *Literacy*, 42(1), 44-51.
- Rea-Dickins, P. (2001). Mirror, mirror on the wall: Identifying processes of classroom assessment. *Language Testing*, 18(4), 429-462.
- Rea-Dickins, P. (2006). Currents and eddies in the discourse of assessment: A learning-focused interpretation. *International Journal of Applied Linguistics*, 16(2), 163-188.
- Robertson, L. H. (2006). Learning to read properly by moving between parallel literacy classes. *Language and Education*, 20(1), 4-61.
- Robinson, P. (2005). Teaching key vocabulary in geography and science classrooms: An analysis of teachers' practice with particular reference to EAL pupils' learning. *Language and Education*, 19(5), 428-445.
- Ryu, J. (2004). The social adjustment of three, young, high-achieving Korean-English bilingual students in kindergarten. *Early Childhood Education Journal*, 32(3), 165-171.
- Scott, C. (2007). Stakeholder perceptions of test impact. *Assessment in Education: Principles, Policy and Practice*, 14(1), 27-49.
- Scott, C., & Erduran, S. (2004). Learning from international frameworks for assessment: EAL descriptors in Australia and the USA. *Language Testing*, 21(3), 409-431.
- Teasdale, A., & Leung, C. (2000). Teacher assessment and psychometric theory: A case of paradigm crossing? *Language Testing*, 17(2), 163-184.
- Varghese, M., & Stritikus, T. (2005). "Nadie me dijo [Nobody told me]": Language policy negotiation and implications for teacher Education. *Journal of Teacher Education*, 56(1), 73-87.
- Wallace, C. (2005). Conversations around the literacy hour in a multilingual London primary school. *Language and Education*,

- 19(4), 322-338.
- Wallen, M., & Kelly-Holmes, H. (2006). "I think they just think it's going to go away at some stage": Policy and practice in teaching EAL in Irish primary schools. *Language and Education*, 20(2), 141-161.
- Walters, S. (2007). How do you know that he's bright but lazy?: Teachers' assessments of Bangladeshi English as an additional language for pupils in two year three classrooms. *Oxford Review of Education*, 33(1), 87-101.
- Waxman, H. C., & Tellez, K. (2002). *Research synthesis on effective teaching practices for English language learners*. (Report. ED474821) PA: Mid-Atlantic Laboratory for Student Success.
- Wiese, A. M. (2004). Bilingualism and biliteracy for all? *Language and Education*, 18(1), 69-92.
- Yoon, B. (2007). Offering or limiting opportunities: Teachers' roles and approaches to English-language learners' participation in literacy activities. *Reading Teacher*, 61(3), 216-225.
- Yoon, B. (2008). Uninvited guests: The influence of teachers' roles and pedagogies on the positioning of English language learners in the regular classroom. *American Educational Research Journal*, 45(2), 495-522.

Full texts screened but not included in map

- Arkoudis, S. (2003). Teaching English as a second language in science classes: Incommensurate epistemologies. *Language and Education*, 17(3), 161-173.
- Arnold, R. (2003). *Good practice in Scotland*. Series Note: EMIE Report, Slough: National Foundation for Educational Research.
- Avalos, M. A., Plasencia, A., Chavez, C., & Rascon, J. (2007). Modified guided reading: Gateway to English as a second language and literacy learning. *Reading Teacher*, 61(4), 318-329.
- Bello, M., Fajet, W., Shaver, A. N., Toombs, A. K., & Schumm, J. S. (2003). Basal readers and English language learners: A content analysis study. *Reading Research and Instruction*, 42(2), 1-15.

-
- Black, S. (2005). Easing ESL students into learning English well. *Education Digest: Essential Readings Condensed for Quick Review*, 71(1), 36-40.
- Brindley, G. (2007) Editorial. *Language Assessment Quarterly*, 4(1), 1-5.
- Brooks, V., Abbott, I., & Bills, L. (2004). *Preparing to teach in secondary schools*. Open University Press.
- Brown, C. L. (2007). Supporting English language learners in content-reading. *Reading Improvement*, 44(1), 32-39.
- Conteh, J. (2003). *Succeeding in diversity: Culture, language and learning in primary classrooms*. Stoke-on-Trent: Trentham Books.
- de Jong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English-language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 32(2), 101-124.
- Gandara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). *Listening to teachers of English language learners: A survey of California teachers' challenges, experiences, and professional development needs*. Policy Analysis for California Education (PACE).
- Haneda, M., & Wells, G. (2008). Learning an additional language through dialogic inquiry. *Language and Education*, 22(2), 114-136.
- Harper, C. A., & de Jong, E. J. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent and Adult Literacy*, 48(2), 152-162.
- Helman, L. A. (2005). Using literacy assessment results to improve teaching for English-language learners. *Reading Teacher*, 58(7), 668-677
- Hill, J. D., & Flynn, K. (2008). Asking the right questions: Teachers' questions can build students' English language skills. *Journal of Staff Development*, 29(1), 46-52.
- Hirst, E. (2003). Diverse voices in a second language classroom. *Language and Education*, 17(3), 174-191.
- Hornberger, N. H. (2006). Discursive approaches to understanding teacher collaboration: Policy into practice. *International Journal of Bilingual Education and Bilingualism*, 9(4), 495-499.
- Huang, J. (2004). Socialising ESL students in the discourse of school science through academic writing. *Language and*

- Education*, 18(2), 97-123.
- Kenner, C. (2007). *Home pages: Literacy links for bilingual children*. Stoke-on-Trent: Trentham Books.
- Knowles, G. (2006). *Supporting inclusive practice*. David Fulton Publishers.
- Lenski, S. D., Ehlers-Zavala, F., Daniel, M. C., & Sun-Irminger, X. (2006). Assessing English-language learners in mainstream classrooms. *Reading Teacher*, 60(1), 24-34.
- Leung, C. (2005). Language and content in bilingual education. *Linguistics and Education: An International Research Journal*, 16(2), 238-252.
- Leung, C. (2001). English as an additional language: Distinct language focus or diffused curriculum concerns. *Language and Education*, 15(1), 33-55.
- Palmer, B. C., Shackelford, V. S., Miller, S. C., & Leclere, J. T. (2007). Bridging two worlds: Reading comprehension, figurative language instruction, and the English-language learner. *Journal of Adolescent and Adult Literacy*, 50(4), 258-267.
- Pardini, P. (2006). In one voice: Mainstream and ELL teachers work side-by-side in the classroom, teaching language through content. *Journal of Staff Development*, 27(4), 20-25.
- Slavin, R. E., & Cheung, A. (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research*, 75(2), 247-284.
- Smith, H. (2006). Playing to learn: A qualitative analysis of bilingual pupil-pupil talk during board game play. *Language and Education*, 20(5), 415-437.
- Sneddon, R. (2008). Magda and Albana: learning to read with dual language books. *Language and Education*, 22(2), 137-154.
- Vaughn, S., Linan-Thompson, S., Mathes, P. G., Cirino, P. T., Carlson, C. D., Pollard-Durodola, S. D., Cardenas-Hagan, E., & Francis, D. J. (2006). Effectiveness of Spanish intervention for first-grade English language learners at risk for reading difficulties. *Journal of Learning Disabilities*, 39(1), 56-73.
- Vine, E. (2006). 'Hospital': A five year old Samoan boy's access to learning curriculum content in his New Zealand classroom. *Language and Education*, 20(3), 232-254.

Full texts obtained but not screened

- Bernhard, J. K., Diaz, C. F., & Allgood, I. (2005). Research-based teacher education for multicultural contexts. *Intercultural Education, 16*(3), 263-277.
- Cadiero-Kaplan, K., & Rodriguez, J. L. (2008). The preparation of highly qualified teachers for English language learners: Educational responsiveness for unmet needs. *Equity and Excellence in Education, 41*(3), 372-387.
- Chen, C. T., Kyle, D. W., & McIntyre, E. (2008). Helping teachers work effectively with English language learners and their families. *School Community Journal, 18*(1), 7-20.
- Cheung, A., & Slavin, R. E. (2005). *Effective reading programs for English language learners and other language minority students*. Success for All Foundation.
- de Oliveira, L. C., & Athanases, S. Z. (2007). Graduates' reports of advocating for English language learners. *Journal of Teacher Education, 58*(3), 202-215.
- Hamilton, K. (2006) Bilingual or immersion? *Diverse: Issues in Higher Education, 23*(5), 23-26.
- Hatch, T., White, M. E., & Capitelli, S. (2005). Learning from teaching: What's involved in the development of classroom practice? *Cambridge Journal of Education, 35*(3), 323-331.
- Hayes, K., & Salazar, J. J. (2001). *Evaluation of the structured English immersion program. Final Report: Year I*. (Report No. ED462009), CA: Los Angeles Unified School District, Program Evaluation and Research Branch.
- Hoag, L. (2004). *The LSS review. Volume 3, Number 1*. PA: Laboratory for Student Success (LSS), The Mid-Atlantic Regional Educational Laboratory.
- Honigsfeld, A., & Cohan, A. (2006). *Lesson study meets SIOP: Linking two successful professional development models*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Janzen, J. (2007). Preparing teachers of second language reading. *TESOL Quarterly, 41*(4), 707-729.
- Lee, S., Butler, M., & Tippins, D. (2007). A case study of an early childhood teacher's perspective on working with English

- language learners. *Multicultural Education*, 15(1), 43-49.
- Li, G. (2004). Perspectives on struggling English language learners: Case studies of two Chinese-Canadian children. *Journal of Literacy Research*, 36(1), 31-72.
- McLaughlin, B., August, D., & Snow, C. (2000). *Vocabulary knowledge and reading comprehension in English language learners. Final Performance Report*. Report: ED457696.
- NWREL. (2004). *English language learner (ELL) programs at the secondary level in relation to student performance*. Northwest Regional Educational Laboratory (NWREL).
- Pawan, F. (2008). Content-area teachers and scaffolded instruction for English language learners. *Teaching and Teacher Education*, 24(6), 1450-1462.
- Reeves, J. (2004). "Like everybody else": Equalizing educational opportunity for English language learners. *TESOL Quarterly*, 38(1), 43-66.
- Salami, L. O. (2008). It is still "double take": Mother tongue education and bilingual classroom practice in Nigeria. *Journal of Language, Identity, and Education*, 7(2), 91-112.
- Thomason, J. E. (2003). *Improving bilingual student learning and thinking skills through the use of the constructivist theory*. (Report No. ED479390). Chicago, IL: Saint Xavier University.

Full texts sought, but unavailable or not obtained within timescale of review

- Bourne, J. (2001). Doing what comes naturally: How the discourses and routines of teachers' practice constrain opportunities for bilingual support in UK primary schools. *Language and Education*, 15(4), 250-278.
- Cirino, P. T., Pollard-Durodola, S. D., Foorman, B. R., Carlson, C. D., & Francis, D. J. (2007). Teacher characteristics, classroom instruction, and student literacy and language outcomes in bilingual kindergartners. *Elementary School Journal*, 107(4), 341-364.
- Cummins, J. (2001). *Language, power and ideology*. Clevedon: Multilingual Matters.
- Cummins, J., Chow, P., & Schechter, S. R. (2006). Community as

- curriculum. *Language Arts*, 83(4), 297-307.
- Dewaele, J. M., Housen, A., & Wei, L. (Eds.). (2003). *Bilingualism beyond basic principles*. Clevedon: Multilingual Matters.
- Drury, R. (2007). *Young bilingual learners at home and school: researching multilingual voices*. Stoke-on-Trent: Trentham Books.
- Ehlers-Zavala, F. P. (2008). Teaching adolescent English language learners. In S. Lenski & J. Lewis (Eds.), *Reading success for struggling adolescent learners*(pp. 74-89). New York: Guilford Press.
- Ernst-Slavit, G., & Wenger, K. J. (2006). Teaching in the margins: The multifaceted work and struggles of bilingual paraeducators. *Anthropology and Education Quarterly*, 37(1), 62-81.
- Gambrell, L. B., Morrow, L. M., Pressley, M., & Guthrie, J. T. (3rd ed.). (2006). *Best practices in literacy instruction*. Guilford Publications.
- Gandara, P., & Maxwell-Jolly, J. (2000). *Preparing teachers for diversity: A dilemma of quality and quantity. Teaching and California's future*. (Report No. ED458201). Santa Cruz, CA: Center for the Future of Teaching and Learning.
- Gebhard, M., Harman, R., & Seger, W. (2007). Reclaiming recess: Learning the language of persuasion. *Language Arts*, 84(5), 419-430.
- Graham, S., MacArthur, C. A., & Fitzgerald, J. (2007). *Best practices in writing instruction: Solving problems in the teaching of literacy*. Guilford Publications.
- Latham, D. (2002). *How children learn to write: Supporting and developing children's writing in school*. (Report No. ED472146).
- Lee, S., Butler, M. B., & Tippins, D. J. (2007). A case study of an early childhood teacher's perspective on working with English language learners. *Multicultural Education*, 15(1), 43-49.
- Mueller, T. G., Singer, G. H. S., & Carranza, F. D. (2006). Planning and language instruction practices for students with moderate to severe disabilities who are English language learners. *Research and Practice for Persons with Severe Disabilities*, 31(3), 242-254.

Sweet, A. P., & Snow, C. E. (2003). *Rethinking reading comprehension. solving problems in the teaching of literacy*. (Report No. ED481439).

Other references

Andrews, R. (2009). *Review of research in English as an additional language (EAL)*. London: Institute of Education, National Research and Development Centre. Retrieved from www.teachingeal.org and available also at: http://www.nrdc.org.uk/uploads/documents/doc_4430.pdf.

QCDA. (2009). Qualifications and curriculum development agency website. Retrieved from <http://www.qcda.gov.uk/5093.aspx>

Torgerson, C. (2003). *Systematic reviews*, London: Continuum.

Andrews, Richard

Department of Learning, Curriculum and Communication

Institute of Education, University of London

20 Bedford Way, WC1H 0AL

London, United Kingdom

Tel: +44-(0)20-7612-6524

Email: r.andrews@ioe.ac.uk

Received on July 26, 2010

Reviewed on Oct 22, 2010

Revised version received on Nov 23, 2010

Accepted on Dec 3, 2010