

INVENTORY OF BILITERACY DEVELOPMENT RESEARCH STUDIES

UC LMRI Biliteracy Development Research Forum

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Principal investigator(s)	Kim Lindsey, Frank Manis
Title	Literacy Development in English Language Learners
Funding agency	NIH, IES
Funding period	May, 2003 – April, 2008
Research questions	<ol style="list-style-type: none"> 1. What cognitive variables in Spanish in kindergarten predict academic achievement in English in fifth grade among English language learners? 2. What cognitive variables in English in grades 1-3 predict academic achievement in fifth grade among English language learners? 3. What are the differences in academic achievement in Spanish and English in grades K-3 among English language learners participating in an early-exit vs. a dual-language program?
Sample description	<p>Brownsville, Texas students who entered kindergarten in fall, 1999 (all non-fluent in English at beginning of kindergarten);</p> <p>Brownsville, Texas students who entered kindergarten in Fall, 2003.</p>
Sample size	297 students in 20 schools
Data collection dates (grades)	<p>Fall, 1998 (Kindergarten)</p> <p>Spring, 1999 (Kindergarten)</p> <p>Spring, 2000 (1st grade)</p> <p>Spring, 2001 (2nd grade)</p> <p>Spring, 2002 (3rd grade)</p> <p>February, 2004 (5th grade)</p> <p>February, 2004 (Kindergarten)</p> <p>Annually, February, 2005-2008 (1st-4th grades)</p>
Source of data (primary, secondary, both)	<p>Longitudinal study, kindergarten through fifth grade</p> <p>Secondary – 5th grade</p>
Data instruments	<p>Cognitive tests</p> <p>School records</p>
Dependent measures	Reading – including word recognition (timed and untimed), word attack, listening comprehension and reading comprehension
Independent measures	Letter knowledge, print concepts, phonological awareness, expressive vocabulary, verbal working memory, rapid automatic naming
Methods of analysis	Hierarchical regression, structural equation models
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Project website	