



Research Priorities

Improving Schooling for Language-Minority
Children by Diane August and Kenji Hakuta,
(Eds.). 1997.

Washington, DC: National Academy Press.



Principle 1:

- Extension of Existing Theories and Methodologies. Fill the gap with important topics for which there already exist research. Examples: first language acquisition research has helped us learn about second language learning.

Principle 2:

- **Population Coverage.** Fill in the gaps for certain populations such as age or language groups. For example, research that has been done with Spanish speaking elementary age students can be applied with Vietnamese-speaking high school students.

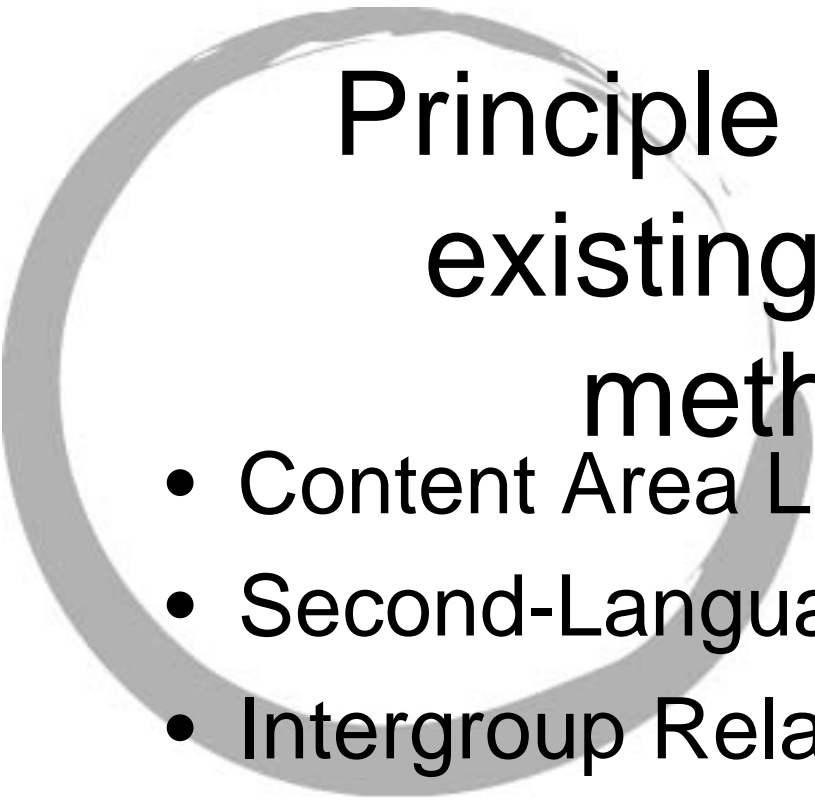
Principle 3:

- Questions of Strong Interest to Particular Constituencies. Research topics that can have maximum impact in the hands of the right personnel, such as educators, policymakers, and public at large, as opposed to a small circle of researchers, for example.




Principle 4:

- **Research Capacity Building.** Research topics that build upon the capacity to conduct “high-quality” research.
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Principle 1: Extension of existing theories and methodologies

- Content Area Learning
 - Second-Language Literacy
 - Intergroup Relations
 - Social Context of Learning
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Principle 2: Population coverage


- ELLs with disabilities
 - Young children in pre-school
 - Pre-literate students
 - Re-designated ELLs
 - Different language groups
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Principle 3: Topics of interest, particular constituencies

- Federal, state, local levels
- The public and the media
- Advocates for equity
- Advocates for specific programs
- Foreign language advocates
- Teachers



Principle 4: Capacity building

- Combine quantitative and qualitative research
 - Early childhood education and development
 - Characteristics of effective practice
 - Assessment
 - Program evaluation
 - Teacher education
 - Role of poverty
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Conclusions

- All children can learn and function full in English.
- Same expectations apply to all.
- Increase proficiencies in multiple languages.