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## Editor's Note

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### Overview of Content and Mission of Vol. 2 of the NJRP

It is a pleasure for me to unveil Volume 2 of the NJRP that appears ready on time for the NABE 04 Conference. The Second Volume of the NJRP serves as an archival record of articles written by major bilingual education and English as a second language (ESL) education invited experts and many other contributing authors who presented at the NABE 2003 Conference. The collection of 14 articles that the NJRP Volume 2 brings represents valuable information linking research and practice that helps to increase the knowledge base of scholars and practitioners in the field of bilingual and ESL education.

I am especially pleased with the valuable contributions of invited articles by major recognized scholars such as Virginia Collier and Wayne Thomas; Eugene Garcia and his team of collaborators, namely, Yu-Min Ku and Marco Bravo; and Alfredo Benavides and Eva Midobuche. Together this group of experts brings valuable knowledge that advances the field of bilingual and ESL education. The publication of these three invited articles fulfills one of the most important missions of NABE and NJRP. As one of NABE's officially sponsored publications, the NJRP has as a central mission to help advance the research-based knowledge of the field of bilingual and ESL education. More specifically, by disseminating research-based knowledge, one of the central missions of the NJRP is fulfilled: to advocate for the use of research-based knowledge for developing and implementing instructional and assessment high-quality educational programs for bilingual, ESL, and *all* learners.

Another important set of articles in the NJRP come from contributed or submitted articles by both established and junior scholars, who presented at NABE 2003 Conference. The publication of invited and contributed articles authored by senior and junior scholars helps accomplish another central NJRP mission: to serve as an outlet of publication for junior scholars who need mentoring for achieving tenure in universities and colleges, and other interested educators working as action researchers in the schools across the United States. The publication of junior scholars and educators' valuable articles provides an important professional development service: for member of the NJRP editorial board and expert reviewers to function as role models and mentors in order to support the scholarly work of junior peers. The NJRP offers much needed support for junior scholars working in the field of bilingual and ESL education for achieving tenure in a timely manner, and by doing so to secure the next generation of leaders and mentors who will continue developing NABE's mission.

## Sections and Themes of Volume 2 of the NJRP

The NJRP has three sections that cluster articles into a **First Research Section**, a **Second Applied Education and Action Research Section**, and a **Third Position Papers and Reflections Section**.

Volume 2 features a **First Research Section of three invited articles**. The first theme emerging centers on a timely issue: the valuable role of research-based knowledge for supporting high-quality education for ESL and *all* students. Virginia Collier and Wayne Thomas masterfully present a summary report of their longitudinal research findings from one-way and two-way dual language enrichment educational programs over the past 18 years. This summary report presents powerful and large scale program evaluation results demonstrating the effectiveness of dual language programs for enhancing ESL students' academic achievement and developing parent involvement and school community support for all. Eugene Garcia, Yu-Min Ku, and Marco Bravo skillfully demonstrate that an instructional intervention designed and implemented to promote culturally relevant and thematic science instruction can significantly increase achievement of science and literacy in ESL and *all* learners. Their data-based study was focused on over 300 fourth Graders, both minority and mainstream, over a school year, and demonstrated the powerful effect of high-quality instruction that bridges science as a content area with language, culture, and literacy skills.

The third invited article, centers on a second theme of the professional development needs of bilingual and ESL educators. Alfredo Benavides and Eva Midobuche bring their expertise in training bilingual and ESL educators' at major US higher education institutions for presenting a data-based research study on the effect of distance education models. This is a very timely survey study that wisely discusses the high demand for teachers serving the increasing number of ESL students, and the advantages and disadvantages of massive training online. The recommendations derived from this survey research study can be very useful for administrators and faculty at US universities, colleges, and school districts when planning professional development activities for ESL educators.

The **contributed articles to the First Research Section** bring more valuable data-based research studies supporting the two themes described above. The first theme is featured by three articles in this section, which are authored by Eirini Gouleta, Ester de Jong, and Danny Brassell. As stated above, the first theme centers on the valuable role of research-based knowledge for supporting high-quality education for ESL and *all* students. Eirini Gouleta examines the relationship between educational, social, and cultural factors and reading readiness in English in kindergartner Hispanic students. Ester de Jong studies the development of second language proficiency in a two-way bilingual program, offering more data-based evidence for the powerful benefits of high-quality instruction on ESL students' development, as reported by Virginia Collier and Wayne Thomas. Finally, Danny Brassell brings another case of powerful data-based

evidence supporting preventive preschool education programs for development literacy skills among at-risk Hispanic youngsters.

The second theme, as stated above, centers on the need for professional development for supporting bilingual and ESL educators. Two articles included in the First Section illustrate the second theme. Anne Walker, Jill Shafer, and Michelle Iiams present a study on mainstream teachers' attitudes towards ESL Learners, making a case for the need to infuse ESL and bilingual education perspectives among pre-and-in-service regular classroom teachers. Finally, Gulbahar Beckett, Virginia Gonzalez, and Heather Schwartz close the First Section by presenting a content-based ESL writing curriculum as an instructional tool for developing cultural adaptation and socialization skills among ESL learners at the higher education level. Both of these articles respond to the high demand for a large number of educators that can serve the educational needs of cadres of ESL students entering public education in the US presently, a demand that was well stated by Alfredo Benavides and Eva Midobuche. The diversified body of students in US public schools today does not match the homogeneous body of educators, who are mostly female and from a mainstream background. In order to diversify teachers, Walker, Shafer, and Iiams make a case for changing teachers' attitudes; and Beckett, Gonzalez, and Schwartz propose an educational model that can increase the English language proficiency of minority students who can potentially enter the field of bilingual and ESL education, since they have as an asset their minority language and culture.

**There are two contributed articles featured in the Second Applied Education/Action Research Section.** The first article is authored by Sylvia Celedon-Pattichis and illustrates the first theme by proposing a novel placement approach for ESL students in mathematics. The second article is contributed by Maria Teresa Sanchez and Maria Estela Brisk and illustrates the second theme by studying teachers' assessment practices and understanding in a bilingual program.

**The Third Section brings four Position Papers and Reflections.** The first theme is represented by two articles, which are co-authored by Margot Kimberg and Peter Serdyukov, and Clara Lee Brown. Margot Kimberg and Peter Serdyukov make a case for a symmetrical, integrative model of bilingualism that predicts that the bilingual's two languages influence each other. This article illustrates the first theme because it uses research-based knowledge for supporting the importance of understanding the nature of bilingualism and multilingualism, and its role in US public education presently. The second article is authored by Clara Lee Brown and makes a case for decreasing the number of ESL students referred for language disabilities. This article illustrates the first theme because it supports high-quality education for ESL students by using research-based knowledge for making recommendations for differentiating between normal second-language learning processes and genuine disabilities. The second theme is represented by two articles within the Third section, authored by Mae Lombos Wlazlinski, and Jorge Osterling and Armandina Garza. Both articles advocate for the powerful strategy of establishing collaborative partnerships between school and community, and especially of parental involvement.

## A Comment on Terminology Used by Authors

Finally, I would like to make a comment on the terminology used by invited and contributing authors for referring to ESL students. It was very interesting to me to find a variety of terms used by different authors, reflecting the transitions that we are presently experiencing in the field of bilingual and ESL education. The labels for the students whose first language (L1) is other than English have historically been through a number of stages since the inception of the bilingual and ESL education areas; and has evolve through the decades of the 1960s, 1970s, 1980s, 1990s, and presently in the 2000 years.

Some of the authors refer to “culturally and linguistically diverse” Students, which is abbreviated by the acronym CLD or CLDS, a term that entered our field during the 1990s. During the 1990s we also coined the term “language-minority students,” abbreviated by LMS, which was the label of choice for some authors. Other authors refer to English Language Learners, abbreviated by ELLs, which is the most recent term coined. The onset of the No Child Left Behind (NCLB) policy in December 2001 made the ELLs terms widely spread. Authors using the label ELLs also refer to the need to include *all* learners within high-quality education programs. The “education for all” has also become a common phrase in the terminology used by bilingual and ESL educators since the onset of the NCLB policy.

What is interesting to acknowledge is that throughout the years, since the 1960s until today, the most traditional terminology of ESL and bilingual education is still widely used by educators to refer to our field and students. Some authors selected ESL as their label for educators and students. As bilingual and ESL educators, and member of NABE, we all embrace the celebration of diversity, and acknowledge that diverse students are becoming the “new majority” or the “new mainstream” students, comprised in the term *all* students.

In closing, I must state that I celebrate and appreciate the contributions of *all* authors to the NJRP Volume 2. This Second Volume celebrates the powerful effect of high-quality bilingual and ESL education for increasing developmental and academic achievement outcomes and progress among our ESL and *all* students; and makes the case for the importance of effective professional development programs for pre-and-in-service ESL and bilingual, and *all*, educators.

Happy readings!

Virginia Gonzalez, Ph. D.