Chapter 1: Assets-Based Instructional Programs for English Learners and Standard English Learners: Additional Support and Resources

Bilingualism, Biliteracy, Multilingualism, and Language Acquisition Resources

For further reading regarding language acquisition, multilingualism, bilingualism and biliteracy, language varieties, and typologies of students, see below:


MacSwan, J. (2000). The Threshold Hypothesis, semilingualism, and other contributions to a
MacSwan, J., Rolstad, K., & Glass, G. V. (2002). Do some school-age children have no
language? Some problems of construct validity in the Pre-LAS Español. *Bilingual
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Comber, and L. C. Moll (Eds.), *International handbook of research on children’s literacy,
learning, and culture*. Malden, MA: Wiley.
Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second
Multilingual Matters.
Perani, D., Farsad, M., Ballarini, T., Lubian, F., Malpetti, M., Fracchetti, A., ... & Abutalebi, J.
(2017). The impact of bilingualism on brain reserve and metabolic connectivity in
Reardon, S. & Galindo, C. (2007). Patterns of Hispanic student’s math skill proficiency in the
Reardon, S. & Galindo, C. (2009). The Hispanic-White Achievement Gap in Math and Reading
Rumbaut, R. G. (2014.) English plus: Exploring the socioeconomic benefits of bilingualism in
southern California. In R. M. Callahan and P. C. Gándara (Eds.), *The bilingual advantage:
bilinguals: A study of linguistic competence in designated “Semilinguals.” *Bilingual
Kortmann and E. Schneider (Eds.), *A Handbook of Varieties of English*, pp. 111–132.
Berlin: Mouton de Gruyter.