

The article for review is by Lisa Barrow and Lisa Markman-Pithers titled, *Supporting Young English Learners in the United States*.

Summary

The article takes a critical look at the teaching methods applied to instructing English Language Learners in the United States including evaluating and sizing up the state of English Language Learning in the United State with emphasis on the strides so far. They realized that the models in an application for English Language learner Education are characterized as either immersion that is, Instruction only in English, or Bilingual education that is, instruction both for the English language and in the learner's native language. It was discovered that it is not easy to directly place and rate the overall effectiveness of the different available forms of instruction for English Language learners across the United States schools. Most of the evidence from the research shows that English Language Learners when they are placed in the context of only Bilingual education, they tend to do better relative to an English-only setting. They then concluded that because low-quality classroom instruction is associated with poorer outcomes no matter which method of instruction is used, improving classroom quality may be the best way to help young English learners succeed.

Positive Aspect

The article considered in detail the various available techniques for instructing English Language learners. It also conducted a literature review of methods outside the United States used for integrating non-native language speakers. This creates a detailed background and balance before its conclusion was reached.

Negative Aspect

The conclusion of the article was not very consistent with the realities on the ground. The article concluded that a general improvement of the classroom learning standards and quality would concomitantly translate to improving English learners learning ability. This is not entirely true. By this simple conclusion, the issue of cultural integration in teaching is sidelined and this is the single most important consideration for teaching English language learners.

Impressions on the article

The article reviews the methods of teaching English language learners with an emphasis on the placements of the students in the right enabling environments. My impression of the article is that English language learning is possible and more effective in an environment where the cultural background of the student is considered the single most important factor for learning effectively.

Role of the Article in understanding CLD students

The article helped me to understand CLD students by creating a more appealing presentation for understanding Culturally and Linguistically Diverse students and by placing an emphasis on putting the students within a learning environment that still considers the student's linguistic background instead of placing them sharply in an all-English environment that hampers the acculturation process and discourages even the student transition.

Recommendations

I would recommend this book for educators seeking to understand English language Instruction in the United States and practices carried out across the United States as a text for reference. They do not necessarily have to agree with the conclusion of the text but the methodologies explored can be considered across.

References

Barrow, L., & Markman-Pithers, L. (2016). Supporting Young English Learners in the United States. *The Future of Children*, 26(2), 159–183. <http://www.jstor.org/stable/43940586>