RESOLUTION

Initial Literacy Instruction in a First Language for English Language Learners

WHEREAS, the ability to communicate effectively in English is vital to the social and economic success of anyone living in a predominantly English-speaking country (e.g., US, UK, Canada); therefore be it

RESOLVED, that the International Reading Association endorses the research-based conclusion that initial literacy instruction in a student’s native language is a beneficial support to learners at any age;

Reading instruction in a familiar language may serve as a bridge to success in English;

Quality instruction is most important to enhance student achievement, and quality instruction in initial literacy skills in the student’s native language, when possible, is most effective;

Explicit instruction in English as a second language (also referred to as English Language Development) must assure that students acquire the social and academic English skills necessary for school success;

Dual language and literacy instruction is beneficial for all students, native English speakers and native speakers of other languages.

RESOLVED, that the International Reading Association supports government initiatives, legislation and school district policies that provide opportunities for children and youth to benefit from initial instruction in reading and writing in their native language and that support the use of the native language within English literacy instruction or a combination of native language and English literacy instruction.

(Adopted 1998 as “Initial Literacy in a First Language”; Revised May 2006; Revised April 2013.)