

## *Curriculum Vitae*

### **Kenji Hakuta**

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### ***Degrees***

1979 *Ph.D.*, Experimental Psychology, Harvard University.

1975 *B.A. (Magna Cum Laude)*, Harvard University, Psychology and Social Relations.

### ***Primary Positions***

2006- Professor, School of Education, Stanford University (appointed Lee L. Jacks Professor of Education, 2007)

2003-2006 Founding Dean and Professor, School of Social Sciences, Humanities and Arts, University of California, Merced.

1989-2003 Professor, School of Education, Stanford University. Vida Jacks Professor of Education, 2000-2003).

1987-1989 Professor of Education and Psychology, University of California, Santa Cruz.

1983-1987 Associate Professor of Psychology, Yale University.

1979-1983 Assistant Professor of Psychology, Yale University.

### ***Honors***

1976-7 Peter B. Livingston Fellowship, Harvard Medical School. Award to study language acquisition in Japanese children.

1982-3 Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford. Sponsored by Sloan, Spencer, and Exxon Foundations.

1984 Connecticut Association for Bilingual and Bicultural Education. Honored for "Advocacy and Significant Research in Bilingual Education."

1986 National Association for Bilingual Education. Honoree of the year.

- 1986 Visiting Distinguished Faculty, University of California at Davis.
- 1986 California Association for Asian-Pacific Bilingual Education. Distinguished Service Award.
- 1987 American Educational Studies Association. Critic's Choice Panel selection for *Mirror of Language: The Debate on Bilingualism*.
- 1988 Distinguished Lecturer, Temple University, Japan.
- 1989 Visiting Distinguished Professor, King/Chavez/Parks Program, University of Michigan.
- 1993 Distinguished Scholar, Committee on the Role and Status of Minorities in Education R&D, American Educational Research Association.
- 1996 Elected to the National Academy of Education.
- 1998 Senior Scholar Fellowship, Spencer Foundation.
- 2005 Master Lecturer, Society for Research in Child Development.
- 2005 National Associate, National Academies (National Academy of Sciences and National Research Council).
- 2006 Elected Fellow, American Association for the Advancement of Science (Linguistics and Language Sciences).

***Non-University Boards, Committees, Consulting, and Other Activities***

Advisory Committee, National Center for Bilingual Research, Los Alamitos, CA. (1980).

Advisory Board, Naomi Gray Associates, Inc., San Francisco, "Instructional Services to Secondary School Language Minority Students with Limited English Proficiency," U. S. Department of Education (1983-1984).

Board of Directors, Latino Youth Development, Inc., New Haven, Connecticut (1984).

Bilingual-Bicultural Education Program Advisory Committee, South Central Community College, New Haven, Connecticut (1984-1987).

Advisory Board, Asian Community Services, New Haven, Connecticut (1984-1986).

Expert Witness, U. S. Department of Justice Community Relations Service, Denver, CO., mediation of Duran et. al. vs. Center Consolidated School District (1986).

Steering Committee, Mayor's Task Force on Literacy, New Haven, Connecticut (1986).

Consultant, Bureau of Program Development, Connecticut State Department of Education, Bilingual Evaluation (1986).

Policy Panel on Bilingual Education, Association for Supervision and Curriculum Development (ASCD), Alexandria, Virginia (1986-7).

Advisory Panel, Psychological Corporation, San Antonio, ``Spanish Language Achievement Test Project" (1987).

Advisory Committee, Council of Chief State School Officers, ``Limited English Proficient Students Project" (1987-8).

Director, Human Resources, Ateneo Puertorriqueño International Symposium on Bilingualism, San Juan, Puerto Rico (1987).

Board Member, InterCultura, Oak Park, Illinois (1987- ).

Co-Chair (with Catherine Snow), Institute on Bilingual Education: Research to Policy to Practice, Harvard Graduate School of Education, December, 1987.

Director, Joint Study of the ESL Needs of the Greater New Haven Area. Study funded by the Connecticut State Department of Higher Education to South Central Community College and the Greater New Haven State Technical College (1987).

Consultant, Education and Cultural and Linguistic Pluralism Case Study Project, Centre for Educational Research and Innovation, Organisation for Economic Co-operation and Development (OECD) (1987-1992).

Study Section Member, Human Development and Aging Study Section (Subcommittee 1), Division of Research Grants, National Institutes of Health (1987-1991; Reviewer Reserve, 1992-1996).

Chair, Planning Committee, University of California Linguistic Minorities Project Conference (1988).

Member, Advisory Committee, Assessment of Educational Services for the Amnesty Population. California Postsecondary Education Commission (1988-1989).

Expert Witness, *Teresa P., et al., v. Berkeley Unified School District, et al.*, on behalf of Plaintiffs and META, Inc., Case No. C-87-2396 DLJ, U. S. District Court for the Northern District of California (1988).

Member, Advisory Committee, Japanese-American National Museum, Los Angeles (1988-).

Chair, University of California Linguistic Minorities Project Policy Initiative (1988-1989).

Member, Visiting Committee, Department of Psychology, Harvard University (1989-1995).

Consultant, Curriculum Commission, California State Department of Education (1989).

Member, Superintendent's Elementary Schools Task Force, California State Department of Education (1989-1990).

Chair, Board of Trustees, Center for Applied Linguistics, (Member, 1987-1990, Chair, 1989-1995.)

Advisory Group, Santa Cruz County New Teacher Project Consortium (1990-1992).

Member, Panel to Review Studies on Bilingual Education, Committee on National Statistics, National Research Council, National Academy of Sciences (1991).

Member, Task Force on Assessment, National Council for Education Standards and Testing (1991).

Member, Planning Committee and Chair of Language Development Panel, Society for Research in Child Development (1992-1996).

Chair, Stanford Working Group on Federal Education Programs for Limited English Proficient Students (1992-1993).

Member, Clinton/Gore Presidential Transition, Education Cluster, K-12 Task Force (December, 1992).

Member, National Board for Professional Teaching Standards, English as a New Language Committee (1993- )

Member, Panel on the National Education Standards and Improvement Council (NESIC). National Academy of Education (1994-1995).

Outstanding Book Award Committee, American Educational Research Association (Chair-Designate 1993-4, Chair 1994-5).

Co-Chair, United Supporters of Early Foreign Language. Produced a report presented to the Palo Alto Unified School District requesting action on foreign language in the elementary grades (1994-1995).

Member, Carnegie Task Force on Learning in the Primary Grades. Carnegie Corporation of New York (1994-1996)

Advisory Panel Member, Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University (1995-7)

Chair, *Committee to Develop a Research Agenda for the Education of Limited-English-Proficient and Bilingual Students*, Board on Children and Families, National Research Council (1995-1997).

Member, *National Education Goals Panel*, Goal 1 Early Childhood Assessments Resource Group (1995-1998).

National Academy of Education, *Spencer Postdoctoral Fellow Selection Committee* (1996-1999)

Co-Chair (with James Jones), *Panel Study on Racial Dynamics in Colleges and Universities*. Joint project sponsored by the American Educational Research Association and the Stanford University Center for Comparative Studies in Race and Ethnicity (1997-1999)

Member, *Forum on Educational Excellence and Equity*, Board on Testing and Assessment, National Research Council (1999-2001)

Member, *National Educational Research Policy and Priorities Board*, Office of Educational Research and Improvement, U. S. Department of Education (Appointed by Secretary of Education Richard Riley, 1995-1998, reappointed 1998-2004, co-Chair 1995-1997, Chair 1997-).

Member, Board of Directors, *The Spencer Foundation* (1998-2003). Vice Chair of the Board and Chair of Nominating Committee (2002-).

Board of Visitors, Learning Research and Development Center (LRDC), University of Pittsburgh (1998-).

Member, Board of Trustees, *Educational Testing Service* (1998-2004) Audit Committee (1998 - 2003). Program Quality Committee (2003-)

Member, Board of Directors, *Multicultural Education, Training and Advocacy, Inc. (META)*.

Member, National Advisory Board, *The Merrow Report* (Learning Matters, Inc.) (1997-).

Member, Education Advisory Panel, U. S. General Accounting Office (2001 - ).

Development Committee, National Academy of Education (2001 - ).

Member, Board of Directors, Great Valley Center (and its subsidiary organization, Great Valley Center Partners). (2004 - )

Member, Board of Directors, Healthy House within a Match Coalition (Merced, CA). (2004 - 2006)

Advisory Committee, Agricultural Learning Center, Tulare, California (2004 - )

Member, Board of Directors, Yosemite National Institute (2005 - )

Member, English Language Learner Best Practices Advisory Committee (California AB 2117) (2007).

### ***Grants***

1979-1981 National Institute of Education. *The Acquisition of English by Working Class Adult Speakers of Spanish* (with Herlinda Cancino). \$70,000.

1979-1981 The Spencer Foundation. *Social Aspects of Adult Second Language Acquisition*. \$14,079.

1980-1982 National Science Foundation. *Bilingualism, Cognitive Flexibility, and Social-Cognitive Skills in Children*. \$45,000.

1981-1984 National Institute of Education. *A Longitudinal Study of the Relationship between Bilingualism, Cognitive Flexibility, and Social-Cognitive Skills in Children*. \$174,165.

1985 The Axe-Houghton Foundation, New York. *Cross-Language Transfer of Skills in Bilingual Children*. \$5,000.

- 1985-1990 U. S. Department of Education, OERI. *Studies in the Linguistic and Metalinguistic Underpinnings of Academic Learning in Bilingual Children*. Subcontract to UCLA Center for Language Education and Research (CLEAR, Amado Padilla, PI). \$664,935.
- 1988-1989 University of California Linguistic Minority Research Project. *Linguistic, Psychological and Contextual Factors in Language Shift*. \$50,000.
- 1988-1990 California Policy Seminar. *Effective Schooling for Hispanic Students*. (Eugene E. Garcia, PI). \$74,418.
- 1988-1989 Presidential Grants for School Improvement, University of California. *Collaboration for School Improvement: The Middle School Project* (E. E. Garcia, PI). \$56,675.
- 1990-1993 The Spencer Foundation. *Language Retention, Loss, and Re-Acquisition*. \$224,900.
- 1992-1993 Carnegie Corporation of New York. *Working Group on Federal Education Programs for Limited-English-Proficient Children*. \$230,000.
- 1990-1995 U. S. Department of Education, Office of Bilingual Education and Language Minority Affairs (OBEMLA). *Bilingual Education Fellowship Program*. (over \$1 million)
- 1993-1994 Carnegie Corporation of New York. *Limited-English-Proficient Students and Education Reform: Follow-up Activities to the Stanford Working Group on Federal Education Programs for L.E.P. Students*. \$165,000.
- 1993-1994 John D. and Catherine T. MacArthur Foundation. *Limited-English-Proficient Students and Education Reform: Follow-up Activities to the Stanford Working Group on Federal Education Programs for L.E.P. Students*. \$50,000.
- 1994-1997 The Spencer Foundation. Lucinda Pease-Alvarez, co-Principal Investigator. *Language Maintenance and Shift in Early Adolescence*.
- 1994-1997 Carnegie Corporation of New York. *Limited-English-Proficient Students and Education Reform*. \$300,000.
- 1995-1996 The Andrew W. Mellon Foundation. *Panel Study on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students*. \$50,000.

- 1997-1999 American Educational Research Association. *Panel Study on Racial Dynamics in Colleges and Universities*. \$172,635.
- 1998-2000 The Spencer Foundation. *Spencer Senior Scholar Fellowship: Testing Hypotheses about Educating Language Minority Students*. \$350,000.
- 1999 San Diego City Schools. Language and Academic Development of English Language Learners. \$12,904.
- 1999-2003 James S. McDonnell Foundation. *The Effects of Metacognitive Approaches on Improving English as a Second Language Instruction for Language Minority Students*. \$372,232.
- 1999-2004 San Francisco Unified School District. *CLAD/BCLAD Networked Learning Project*. Subcontract under a grant to SFUSD from the U. S. Department of Education, OBEMLA. \$344,000.
- 2001-2002 Joint funding from the Hewlett Foundation, the Irvine Foundation, the Carnegie Corporation of New York, and the Ford Foundation. *An Experimental Test of the Effects of Racial Diversity on the Critical Thinking among College Students*. (Anthony Antonio, co-PI). \$350,000 total.
- 2002-2007 *Stanford Collaboration for Technology Support to Improve English Language Learner Teacher Development*. U. S. Department of Education (Guadalupe Valdes, co-PI, \$1,294,254).
- 2003-2005 *Teaching / Learning Partnership between UC Merced and Community Colleges*. William and Flora Hewlett Foundation. (Jeff Wright, Maria Pallavicini co-PIs) \$599,575.

### ***Publications***

Hakuta, K. (1974). A preliminary report on the development of grammatical morphemes in a Japanese child learning English as a second language. *Working Papers in Bilingualism*, 3, 18-38. Reprinted in E. Hatch (Ed.). *Studies in Second Language Acquisition*. Rowley, Mass.: Newbury House Publishers, 1979.

Hakuta, K. (1974). Prefabricated patterns and the emergence of structure in second language acquisition. *Language Learning*, 24, 287-297.

Hakuta, K. (1975). Learning to speak a second language: what exactly does the child learn? In D. P. Dato (Ed.), *Developmental Psycholinguistics: Theory and Applications*. Washington, D. C.: Georgetown University Press.

Hakuta, K. (1976). A case study of a Japanese child learning English. *Language Learning*, 26, 321-351.

Hakuta, K. & Cancino, H. (1977). Trends in second language acquisition research. *Harvard Educational Review*, 47, 294-316.

Hakuta, K. (1977). Word order and particles in the acquisition of Japanese. *Papers and Reports on Child Language Development*, 13, 117-127.

de Villiers, J. G., Tager-Flusberg, H. & Hakuta, K. (1977). Deciding between theories of coordination in child speech. *Papers and Reports on Child Language Development*, 13, 128-137.

de Villiers, J. G., Tager-Flusberg, H., Hakuta, K. & Cohen, M. (1979). Children's comprehension of English relative clauses. *Journal of Psycholinguistic Research*, 8, 499-518.

Hakuta, K. (1980). Some common goals for first and second language acquisition research. In R. Andersen (Ed.), *New Dimensions in Research on the Acquisition and Use of a Second Language*. Rowley, Mass.: Newbury House Publishers.

Hakuta, K. (1980). Review of Givon (Understanding Language), Cooper and Walker (Sentence Processing) and Schiefelbusch (Nonspeech Language and Communication). *American Scientist*, 68, 577-578.

Hakuta, K. (1981). Grammatical description versus configurational arrangement in language acquisition: the case of relative clauses in Japanese. *Cognition*, 9, 197-236.

Hakuta, K. (1982). Interaction between particles and word order in the comprehension and production of simple sentences in Japanese children. *Developmental Psychology*, 18, 62-76.

Hakuta, K., de Villiers, J. G., & Tager-Flusberg, H. (1982). Sentence coordination in Japanese and English. *Journal of Child Language*, 9, 193-207.

Tager-Flusberg, H., de Villiers, J. G. & Hakuta, K. (1982). The development of sentence coordination. In S. A. Kuczaj (Ed.), *Language Development: Problems, Theories and Controversies, Volume I: Syntax and Semantics*. Hillsdale, N. J.: Lawrence Erlbaum Associates.

Hakuta, K. (1983). English language acquisition by speakers of Asian languages. In Chu-Chang, M. (Ed.), *Comparative Research in Bilingual Education: Asian-Pacific-American Perspectives*. New York: Teachers College Press.

Hakuta, K. (1983). Grammar in minds of adults, children and linguists. In H. Wode & S. Felix (Eds.), *Language Development at the Crossroads: Papers Presented at the Interdisciplinary Conference on Language Acquisition, Passau 1981*. Tuebingen, Germany: Gunter Narr Publishing Company.

Hakuta, K. (1983). New methodologies for studying the relationship of bilingualism and cognitive flexibility. *TESOL Quarterly*, 17, 687-681.

Hakuta, K. (1983). Review of Grittner (Learning a Second Language: 79th Yearbook of the National Society for the Study of Education). *Child Development Abstracts and Bibliography*, 57, 119-120.

Hakuta, K. (1981). Review of Piattelli-Palmarini (Language and Learning: the debate between Jean Piaget and Noam Chomsky). *Harvard Educational Review*, 51, 437-439.

Goodban, N. & Hakuta, K. (September, 1984). Statistical quintet (Review of statistical programs for the IBM Personal Computer). *PC World*, 2, 186-195.

Hakuta, K. (1984). Bilingual education in the public eye: a case study of New Haven, Connecticut. *NABE Journal*, 9, 53-76.

Hakuta, K. (1984). In what ways are language universals psychologically real? *Typological Studies in Language, Volume 6: Language Universals and Second Language Acquisition*. Amsterdam: John Benjamins.

Hakuta, K. (1984). Review of Moerk (The Mother of Eve -- as a First Language Teacher). *Contemporary Psychology*, 29, 744-745.

Hakuta, K. (1985). Cognitive development in bilingual instruction. In *Issues in English language development* (pp. 63-67), Rosslyn, Va.: National Clearninghouse for Bilingual Education.

Hakuta, K. & Diaz, R. (1985). The relationship between degree of bilingualism and cognitive ability: a critical discussion and some new longitudinal data. In K. E. Nelson (Ed.), *Children's Language, Volume 5* (Pp. 319-344). Hillsdale, N. J.: Lawrence Erlbaum Associates.

Hakuta, K. & Campbell, R. (1985). The future of bilingual education. *COSSA Washington Update*, 4, (6), 4-6.

Hakuta, K. (1985). Review of McLaughlin (Second-Language Acquisition in Childhood: Volume I: Preschool Children). *American Scientist*, 73, 204.

Hakuta, K. & Suben, J. (1985). Bilingualism and cognitive development. *Annual Review of Applied Linguistics*, 6, 35-45.

Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York: Basic Books.

Hakuta, K. & Bloom, L. (1986). The search for cross-linguistic invariants and variation in language development. In H. Azuma, K. Hakuta & H. Stevenson (Eds.), *Child development in Japan and the United States*. New York: W. H. Freeman.

Hakuta, K. & Snow, C. E. (1986). Summary of research in bilingual education. *California School Boards Journal*, 44 (7), 2-4.

Hakuta, K. & Snow, C. (1986). The role of research in policy decisions about bilingual education. Written testimony to the U. S. House of Representatives, Committee on Education and Labor, 99th Congress, 2nd Session. Reprinted in *NABE News*, 9 (3), 1-21.

Stevenson, H., Azuma, H. & Hakuta, K. (Eds.). (1986). *Child development and education in Japan*. San Francisco: W. H. Freeman.

Hakuta, K. (1986). Cognitive development of bilingual children. *Center for Language Education and Research Educational Report Series, No. 3*. UCLA.

Hakuta, K. (1987). The second language learner in the context of the study of language acquisition. In P. Homel, M. Palij & D. Aaronson (Eds.), *Childhood bilingualism: Aspects of cognitive, social and emotional development* (pp.31-55). Hillsdale, NJ.: Lawrence Erlbaum Associates.

Hakuta, K., Ferdman, B. M. & Diaz, R. M. (1987). Bilingualism and cognitive development: Three perspectives. In S. Rosenberg (Ed.), *Advances in Applied Psycholinguistics Volume II: Reading, Writing and Language Learning*. (pp. 284-319). Cambridge: Cambridge University Press.

Hakuta, K. (1987). View of the bilingual child. Review of A. Fantini, *Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective*. *Contemporary Psychology*, 32, 149-150.

Hakuta, K. (1987). Societal and policy contexts of research with language minority students. In C. Underwood (Ed.), *Proceedings of the University of California Linguistic Minority Project Conference*. (pp. 7-20). Berkeley, CA: University of California, Berkeley.

Levy, J., Berreth, D. G., Garza, G., Hakuta, K., Saville-Troike, M. & Zakariya, S. B. (1987). *Building an indivisible nation: Bilingual education in context*. Alexandria, VA.: ASCD.

Hakuta, K. & Gould, L. (March, 1987). Synthesis of research on bilingual education. *Educational Leadership*, 44, 39-45.

Hakuta, K. (1988). Why bilinguals? In F. Kessel (Ed.), *Development of language and language researchers (Essays presented to Roger Brown)* (Pp. 299-318). Hillsdale, N.J.: Lawrence Erlbaum Associates.

Hakuta, K. (1987). Degree of bilingualism and cognitive ability in mainland Puerto Rican children. *Child Development*, 58, 1372-1388.

Hakuta, K. & Rodriguez-Lansberg, M. (in press). El papel del primer idioma en la adquisicion de un segundo idioma. To appear in the Proceedings of the Ateneo Puertorriqueno International Symposium on Bilingualism.

Prince, C. D. & Hakuta, K. (1987). Bilingualism in a community perspective: The case of New Haven. In *Schooling Language Minority Youth, Vol. III: Proceedings of the University of California Linguistic Minority Research Project Conference* (Pp. 17-38). Los Angeles: UCLA.

Galambos, S. & Hakuta, K. (1988). Subject-specific and task-specific characteristics of metalinguistic awareness in bilingual children. *Applied Psycholinguistics*, 9, 141-162.

Hakuta, K. & Garcia, E. E. (1989). Bilingualism and education. *American Psychologist*, 44, 374-379.

Hakuta, K. (1989). An interview with Werner F. Leopold. *BRG Working Papers*, No. 89-07. Santa Cruz, California: University of California, Santa Cruz, Bilingual Research Group.

Hakuta, K. (1989). Bilingualism and intelligence testing: An annotated bibliography. *BRG Working Papers*, No. 89-08. Santa Cruz, California: University of California, Santa Cruz, Bilingual Research Group.

Hakuta, K. (1988). A wordly look at language acquisition: Review of Dan I. Slobin (Ed.), *The crosslinguistic study of language acquisition*. *Contemporary Psychology*, 33, 576-578.

Hakuta, K. (in press). Review of Eleanor Wilson Orr, *Twice as less: Does Black English stand between black students and success in math and science?* *American Scientist*.

Hakuta, K. (1989). Translation skills in bilingual children. Stanford Forum for Research in Language and Culture.

Hakuta, K. (1989). (Ed.), *Policy and research perspectives on linguistic minority education: Proceedings of the 4th University of California Linguistic Minority Research Project Conference*. Berkeley, California: University of California.

Hakuta, K. (1989). Review of James Crawford, *Bilingual education: History, theory, politics, and practice*. *American School Boards Journal*, 176 (October), 11.

Hakuta, K. (1989). Having it both ways. Review of S. Romaine, *Bilingualism* and J. F. Hamers & M. H. A. Blanc, *Bilinguality and Bilingualism*. *Times Literary Supplement*, November 17-23, p. 1263.

Hakuta, K. (1990). Language and cognition in bilingual children. In A. Padilla, C. Valdez & H. Fairchild (Eds.), *Bilingual education: Issues and strategies*. (Pp. 47-59). Newbury Park, California: Sage Publications.

Malakoff, M. & Hakuta, K. (1990). History of minority education in the United States. In A. Padilla, C. Valdez & H. Fairchild (Eds.), *Bilingual education: Issues and strategies*. (Pp. 27-43). Newbury Park, California: Sage Publications.

Hakuta, K. (1990). Bilingualism and bilingual education: A research perspective. *Occasional Papers Series, No. 1*. Washington, DC: National Clearinghouse for Bilingual Education.

Padilla, A. M., Lindholm, K. J., Chen, A., Durán, R., with Hakuta, K., Lambert, W. & Tucker, G. R. (1991). The English-only movement: Myths, reality, and implications for psychology. *American Psychologist*, 46, 120-130.

Malakoff, M. & Hakuta, K. (1991). Translation skill and metalinguistic awareness in bilinguals. In E. Bialystok (Ed.), *Language processing and language awareness by bilingual children* (pp. 141-166). Oxford: Oxford University Press.

Hakuta, K. (1991). What bilingual education has taught the experimental psychologist: A capsule account in honor of Joshua A. Fishman. In O. García (Ed.), *Bilingual education: Focusschrift in honor of Joshua A. Fishman on the occasion of his 65th birthday*. (Pp. 203-212). Amsterdam: John Benjamins.

Shannon, S. & Hakuta, K. (1991). Challenges for limited English proficient students and the schools. In M. Reynolds, H. Walberg & M. Wang (eds.), *Handbook of special education: Research and practice, Vol. 4: Emerging programs* (pp. 215-233). New York: Permagon Press.

Hakuta, K. (1991). Review of K. Hyltenstam & L. Obler (Eds.), *Bilingualism across the lifespan: Aspects of acquisition, maturity, and loss*. *Applied Linguistics*, 12, 337-339.

Hakuta, K. (1991). Review of S. Foster, *The communicative competence of young children: A modular approach*. *Child Development Abstracts and Bibliography*, 65, 97-98.

Hakuta, K. (1991). Notes on Implications of National Assessment for Special Populations. Washington, DC: Task Force on Assessment, National Council on Education Standards and Testing.

Hakuta, K. (1992). Bilingualism. *International Encyclopedia of Linguistics, Vol. 1* (pp. 175-178). Oxford University Press.

Hakuta, K. & D'Andrea, D. (1992). Some properties of bilingual maintenance and loss in Mexican background high-school students. *Applied Linguistics*, 13, 72-99.

Pease-Alvarez, L. & Hakuta, K. (1992). Enriching our views of bilingualism and bilingual education. *Educational Researcher*, 21 (March), 4-19,24.

Hakuta, K. & Pease-Alvarez, L. (1992). (Eds.) Special issue on bilingual education. *Educational Researcher*, 21, No. 2 (March).

Snow, C. & Hakuta, K. (1992). The costs of monolingualism. In J. Crawford (Ed.), *Language loyalties* (pp. 384-394). Chicago: University of Chicago Press.

Hakuta, K. (1992). The gift of bilingualism. *Proceedings of the Esther Katz Rosen Symposium on the Psychological Development of Gifted Children*. American Psychological Association.

Hakuta, K. (1994). Distinguishing among proficiency, choice, and attitudes in questions about language for bilinguals. In C. Garcia Coll and G. Lamberty (eds.), *Health and development of Puerto Rican mothers and children in the mainland, Vol. II* (pp. 191-209). New York: Plenum.

Pease-Alvarez, L. & Hakuta, K. (1993). Perspectives on language maintenance and shift in Mexican-origin students. In P. Phelan & A. L. Davidson (Eds.), *Renegotiating cultural diversity in American schools* (pp. 89-107). New York: Teachers College Press.

Hakuta, K. (1993). Second-language acquisition, bilingual education, and prospects for a language-rich nation. *Restructuring learning: 1990 Summer institute papers and recommendations by the Council of Chief State School Officers* (pp. 123-131). Washington, DC: Council of Chief State School Officers.

Hakuta, K. (in press). Bilingualism. In T. Husén & T. N. Postlethwaite (Eds.), *The international encyclopedia of education, 2nd Edition*. Oxford: Permagon Press.

Hakuta, K. (in press). Bilingualism. In R. Sternberg (Ed.), *Encyclopedia of intelligence*. New York: MacMillan Publishing Co.

Hakuta, K. & Pease-Alvarez, L. (1994). Proficiency, choice and attitudes in bilingual Mexican-American children. In G. Extra & L. Verhoeven (eds.), *The cross-linguistic study of bilingual development* (pp. 145-164). Royal Netherlands Academy of Arts and Sciences. North-Holland, Amsterdam.

Bialystok, E. & Hakuta, K. (1994). *In other words: The science and psychology of second language acquisition*. New York: Basic Books.

August, D., Hakuta, K. & Pompa, D. (1994). *For All Students: Limited English Proficient Students and Goals 2000. Focus, Vol. 10 (Fall, 1994)*. Washington, DC: National Clearinghouse for Bilingual Education.

Hakuta, K. & Valdes, G. (1994). A study design to evaluate strategies for the inclusion of L.E.P. students in the NAEP State Trial Assessment. National Academy of Education Panel on NAEP Trial State Assessment.

August, D. & Hakuta, K. (1994). Evaluating the inclusion of L.E.P. students in systemic reform. In *Issues and Strategies in Evaluating Systemic Reform*. U. S. Department of Education, Office of the Undersecretary, Planning and Evaluation Service.

Moran, C. & Hakuta, K. (1995). Bilingual education: Broadening research perspectives. In J. Banks (Ed.), *Handbook of Multicultural Education* (pp. 445-462). New York: MacMillan Publishing Co.

Hakuta, K. (1995). Language minority students: Challenges and Promises. In *What Governors Need to Know about Education Reform*. Washington, DC: National Governors' Association.

August, D., Hakuta, K., Olguin, F. & Pompa, D. (1995) LEP Students and Title I: A Guidebook for Educators. *National Clearinghouse for Bilingual Education (NCBE) Resource Collection Series*, No. 1 (available at <http://www.ncbe.gwu.edu>).

Hakuta, K. & Feldman Mostafapour, E. (1996). Perspectives from the history and politics of bilingualism and bilingual education in the United States. In I. Parasnis (ed.), *Cultural and language diversity: Reflections on the Deaf experience* (pp. 38-50). New York and Cambridge: Cambridge University Press.

Hakuta, K. & McLaughlin, B. (1996). Bilingualism and second language learning: Seven tensions that define the research. In D. Berliner & R. Calfee (eds.), *Handbook of Educational Psychology* (pp. 603-621). New York: Macmillan Publishing Co.

Pease-Alvarez, L., Hakuta, K. & Bayley, R. (1996). Spanish proficiency and language use in a California Mexicano community. *Journal of the Linguistic Association of the Southwest*, 15, 137-152.

August, D. & Hakuta, K. (1997). *Improving Schooling for Language-Minority Children*. Washington, DC: National Academy Press.

Galguera, T. & Hakuta, K. (1997). Linguistically diverse students. In H. J. Walberg & G. D. Haertel (eds.), *Psychology and educational practice* (pp. 387-407). Berkeley, CA: McCutchan Publishers.

August, D. & Hakuta, K. (Eds.). (1998). *Educating Language Minority Children*. Washington, DC: National Academy Press.

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