

Curriculum Vitae

Kenji Hakuta

Degrees

- 1979 *Ph.D.*, Experimental Psychology, Harvard University.
1975 *B.A. (Magna Cum Laude)*, Harvard College, Psychology and Social Relations.

Primary Positions

- 2015- Lee L. Jacks Professor of Education, *Emeritus*, Stanford University (recalled to teaching 2015-2017)
2006-2015 Professor, School of Education, Stanford University (Lee L. Jacks Professor of Education, 2007)
2003-2006 Founding Dean and Professor (Step IX), 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.
1979-1987 Assistant to Associate Professor of Psychology, Yale University.

Honors

1. Peter B. Livingston Fellowship, Harvard Medical School. (1976).
2. Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford (1982).
3. Connecticut Association for Bilingual and Bicultural Education. Honored for "Advocacy and Significant Research in Bilingual Education." (1984).
4. National Association for Bilingual Education. Honoree of the year (1986).
5. Visiting Distinguished Faculty, University of California at Davis (1986).
6. California Association for Asian-Pacific Bilingual Education. Distinguished Service Award (1986).
7. American Educational Studies Association. Critic's Choice Panel selection for *Mirror of Language: The Debate on Bilingualism*. (1987).
8. Distinguished Lecturer, Temple University, Japan (1988).
9. Visiting Distinguished Professor, King/Chavez/Parks Program, University of Michigan (1989).
10. Distinguished Scholar, Committee on the Role and Status of Minorities in Education R&D, American Educational Research Association (1993).
11. Elected to the National Academy of Education (1996).
12. Senior Scholar Fellowship, Spencer Foundation (1998).
13. Master Lecturer, Society for Research in Child Development (2005).
14. National Associate, National Academies (National Academy of Sciences and National Research Council) (2005).
15. Elected Fellow, American Association for the Advancement of Science (Linguistics and Language Sciences) (2006).
16. Senior Urban Research Fellowship, Council of Great City Schools (2007).

17. Inaugural Fellow, American Educational Research Association (2008).
18. Brown Lecturer, American Educational Research Association (2010).
19. Faculty Advising Award, Graduate School of Education, Stanford University (2012).
20. Lifetime Achievement Award, California Educational Research Association (2014).
21. Elected Member, American Academy of Arts and Sciences (2015)
22. Lifetime Achievement Award, Second Language Research SIG, American Educational Research Association (2016)
23. Faculty Teaching Award, Graduate School of Education, Stanford University (2016)
24. Lifetime Achievement Award, Bilingual Education Research SIG, American Educational Research Association (2020)

Boards, Committees, Consulting, and Other Activities

1. Advisory Committee, National Center for Bilingual Research, Los Alamitos, CA. (1980).
2. 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).
3. Board of Directors, Latino Youth Development, Inc., New Haven, Connecticut (1984).
4. Bilingual-Bicultural Education Program Advisory Committee, South Central Community College, New Haven, Connecticut (1984-1987).
5. Advisory Board, Asian Community Services, New Haven, Connecticut (1984-1986).
6. Steering Committee, Mayor's Task Force on Literacy, New Haven, Connecticut (1986).
7. Consultant, Bureau of Program Development, Connecticut State Department of Education, Bilingual Evaluation (1986).
8. Policy Panel on Bilingual Education, Association for Supervision and Curriculum Development (ASCD), Alexandria, Virginia (1986-7).
9. Advisory Panel, Psychological Corporation, San Antonio, "Spanish Language Achievement Test Project" (1987).
10. Advisory Committee, Council of Chief State School Officers, "Limited English Proficient Students Project" (1987-8).

11. Director, Human Resources, Ateneo Puertorriqueño International Symposium on Bilingualism, San Juan, Puerto Rico (1987).
12. Board Member, InterCultura, Oak Park, Illinois (1987-).
13. Co-Chair (with Catherine Snow), Institute on Bilingual Education: Research to Policy to Practice, Harvard Graduate School of Education, 1987.
14. 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).
15. 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).
16. 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).
17. Chair, Planning Committee, University of California Linguistic Minorities Project Conference (1988).
18. Member, Advisory Committee, Assessment of Educational Services for the Amnesty Population. California Postsecondary Education Commission (1988-1989).
19. Member, Advisory Committee, Japanese-American National Museum, Los Angeles (1988-).
20. Chair, University of California Linguistic Minorities Project Policy Initiative (1988-1989).
21. Member, Visiting Committee, Department of Psychology, Harvard University (1989-1995).
22. Consultant, Curriculum Commission, California State Department of Education (1989).
23. Member, Superintendent's Elementary Schools Task Force, California State Department of Education (1989-1990).
24. Chair, Board of Trustees, Center for Applied Linguistics, (Member, 1987-1990, Chair, 1989-1995.)
25. Advisory Group, Santa Cruz County New Teacher Project Consortium (1990-1992).

26. Member, Panel to Review Studies on Bilingual Education, Committee on National Statistics, National Research Council, National Academy of Sciences (1991).
27. Member, Task Force on Assessment, National Council for Education Standards and Testing (1991).
28. Member, Planning Committee and Chair of Language Development Panel, Society for Research in Child Development (1992-1996).
29. Chair, Stanford Working Group on Federal Education Programs for Limited English Proficient Students (1992-1993).
30. Member, Clinton/Gore Presidential Transition Team, Education Cluster, K-12 Task Force (December, 1992).
31. Member, National Board for Professional Teaching Standards, English as a New Language Committee (1993-)
32. Member, Panel on the National Education Standards and Improvement Council (NESIC). National Academy of Education (1994-1995).
33. Outstanding Book Award Committee, American Educational Research Association (Chair-Designate 1993-4, Chair 1994-5).
34. 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).
35. Member, Carnegie Task Force on Learning in the Primary Grades. Carnegie Corporation of New York (1994-1996)
36. Advisory Panel Member, Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University (1995-7)
37. 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).
38. Member, National Education Goals Panel, Goal 1 Early Childhood Assessments Resource Group (1995-1998).

39. National Academy of Education, Spencer Postdoctoral Fellow Selection Committee (1996-1999)
40. 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)
41. Member, Forum on Educational Excellence and Equity, Board on Testing and Assessment, National Research Council (1999-2001)
42. 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 1997-2004).
43. Member, Board of Directors, The Spencer Foundation (1998-2008). Vice Chair of the Board and Chair of Nominating Committee (2002-2008).
44. Board of Visitors, Learning Research and Development Center (LRDC), University of Pittsburgh (1998-).
45. Member, Board of Trustees, Educational Testing Service (1998-2008) Audit Committee (1998 - 2003). Program Quality Committee (2003-2008)
46. Member, Board of Directors, Multicultural Education, Training and Advocacy, Inc. (META).
47. Member, National Advisory Board, The Merrow Report (Learning Matters, Inc.) (1997-).
48. Development Committee, National Academy of Education (2001 - 2004).
49. Member, Board of Directors, Healthy House within a Match Coalition (Merced, CA). (2004 - 2006)
50. Advisory Committee, Agricultural Learning Center, Tulare, California (2004 - 2007)
51. Member, Board of Directors, Yosemite National Institute (2005 - 2007)
52. Member, English Language Learner Best Practices Advisory Committee, California Department of Education (California AB 2117) (2007).

53. Member, Education Advisory Panel, U. S. General Accounting Office (2001 -).
54. Member, Board of Directors, Great Valley Center (and its subsidiary organization, Great Valley Center Partners). (2004 - 2008)
55. Chair, Research Advisory Committee, National Academy of Education (2007- 2009)
56. Member, Nominating Committee, National Academy of Education (2009-2009)
57. Member, Committee on Improved Measurement of High School Dropout and Completion Rates: Expert Guidance on Next Steps for Research and Policy. National Research Council (2008).
58. Senior Advisor, AIR Study on the Evaluation of Title III Effectiveness, funded by U.S. Department of Education.
59. Member, California Collaborative on District Reform. American Institutes for Research. (2008-)
60. Chair, American Educational Research Association Steering Committee on Institute for Education Sciences (2008-2011)
61. Chair, Committee on the Role of Language in School Learning: Implications for Closing the Achievement Gap. National Research Council (2009).
62. Member, English Learner Advisory Committee (ELAC), California Department of Education of Education (2008-)
63. Member, Board of Directors, New Teacher Center, Santa Cruz, CA. (Board Secretary, Chair of Audit Committee) (2009-2012)
64. Member, Board of Directors, SacredRok, Yosemite, CA (2009-2019), Secretary and Treasurer.
65. Member, Validation Committee, Common Core State Standards Initiative, National Governor's Association and Council of Chief State School Officers (2009-2010)
66. Member, Board of Directors, California Education Partners (2013-2018)
67. Member, Board of Directors, Alder Graduate School of Education (formerly Aspire University) (2015-2020), Chair of the Academic Affairs Committee.

68. Expert Member, U.S. Department of Education, Negotiated Rulemaking Committee, Title I, Part A of the Elementary and Secondary Education Act (ESEA) as amended in the Every Student Succeeds Act. 2016.
69. Co-Chair and Author, The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners and the accompanying State Board of Education Policy (Educational Program and Services for English Learners), Adopted July, 2017.
70. Member, Board of Trustees, William T. Grant Foundation (2017-2026)
71. Member, Board of Directors, Gooru Learning (2017-2023)
72. Member, Board of Directors, Great Basin National Park Foundation (2019-2024), Chair of the Education Committee.
73. Member, Board, North American Association for Environmental Education (2021-)

Expert Legal Testimony

- Expert, U. S. Department of Justice Community Relations Service, Denver, CO., mediation of Duran et. al. vs. Center Consolidated School District (1986).
- Teresa P. v. Berkeley Unified School District, 724 F. Supp. 698 (N.D. Cal. 1989)
- Valeria G. v. Wilson, 12 F. Supp. 2d 1007 (N.D. Cal. 1998)
- Elezier Williams v. State of California (California Superior Court 2000)
- CCJEF (Connecticut Coalition for Justice in Education Funding) v. Rell (Superior Court of Connecticut, 2016 ruling)

Committee Reports

- National Research Council (1992). [Assessing Evaluation Studies: The Case of Bilingual Education Strategies](#). Committee on National Statistics. Member of Committee.
- National Academy of Education (1995). [Panel of Standards-Based Education Reform](#). Member of Committee.
- National Research Council (1997). [Committee on Developing a Research Agenda on the Education of Limited-English-Proficient and Bilingual Students](#). Chair of Committee.

- National Research Council (2000). [Testing English-Language Learners in U.S. Schools: Report and Workshop Summary](#). Board on Testing and Assessment. Co-Editor of Report (with Alexandra Beatty).
- National Research Council (2000-2001). [Understanding Dropouts: Statistics, Strategies, and High-Stakes Testing. Committee on Educational Excellence and Testing Equity](#). Committee Member.
- National Research Council (2002). [Scientific Research in Education](#). Committee on Scientific Principles for Education Research. Sponsor of project through the National Educational Research Policy and Priorities Board, Office of Educational Research and Improvement (OERI), U.S. Department of Education.
- National Research Council and National Academy of Education (2008). [High School Dropout, Graduation, and Completion Rates: Better Data, Better Measures, Better Decisions](#). Committee for Improved Measurement of High School Dropout and Prevention Rates: Expert Guidance on Next Steps for Research and Policy Workshop. Committee Member.
- National Research Council (2010). [Language Diversity, School Learning, and Closing Achievement Gaps: A Workshop Summary](#). Committee on the Role of Language in School Learning: Implications for Closing the Achievement Gap. Center for Education. Chair of Committee.
- American Educational Research Association (2011). [Report and Recommendations for the Reauthorization of the Institute of Education Sciences](#). Chair of Committee.
- National Academies of Sciences, Engineering, and Medicine (2017). [Promoting the Educational Success of Children and Youth Learning English: Promising Futures](#). Board on Children, Youth and Families and Board on Science Education. Committee Member.

Grants

1. National Institute of Education. *The Acquisition of English by Working Class Adult Speakers of Spanish* (with Herlinda Cancino). \$70,000. (1979).
2. Spencer Foundation. *Social Aspects of Adult Second Language Acquisition*. \$14,079. (1979).
3. National Science Foundation. *Bilingualism, Cognitive Flexibility, and Social-Cognitive Skills in Children*. \$45,000. (1980).
4. National Institute of Education. *A Longitudinal Study of the Relationship between Bilingualism, Cognitive Flexibility, and Social-Cognitive Skills in Children*. \$174,165. (1981).

5. The Axe-Houghton Foundation, New York. *Cross-Language Transfer of Skills in Bilingual Children*. \$5,000. (1985).
6. 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. (1985).
7. University of California Linguistic Minority Research Project. *Linguistic, Psychological and Contextual Factors in Language Shift*. \$50,000. (1988).
8. California Policy Seminar. *Effective Schooling for Hispanic Students*. (Eugene E. Garcia, PI). \$74,418. (1988).
9. Presidential Grants for School Improvement, University of California. *Collaboration for School Improvement: The Middle School Project* (E. E. Garcia, PI). \$56,675. (1988).
10. Spencer Foundation. *Language Retention, Loss, and Re-Acquisition*. \$224,900. (1990).
11. Carnegie Corporation of New York. *Working Group on Federal Education Programs for Limited-English-Proficient Children*. \$230,000. (1992).
12. U. S. Department of Education, Office of Bilingual Education and Language Minority Affairs (OBEMLA). *Bilingual Education Fellowship Program*. (over \$1 million) (1990).
13. 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).
14. 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. (1993).
15. Spencer Foundation. Lucinda Pease-Alvarez, co-Principal Investigator. *Language Maintenance and Shift in Early Adolescence*. (1994).
16. Carnegie Corporation of New York. *Limited-English-Proficient Students and Education Reform*. \$300,000. (1994).
17. Andrew W. Mellon Foundation. *Panel Study on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students*. \$50,000. (1996).

18. American Educational Research Association. *Panel Study on Racial Dynamics in Colleges and Universities*. \$172,635. (1997).
19. Spencer Foundation. *Spencer Senior Scholar Fellowship: Testing Hypotheses about Educating Language Minority Students*. \$350,000. (1998).
20. San Diego City Schools. *Language and Academic Development of English Language Learners*. \$12,904. (1999).
21. James S. McDonnell Foundation. *The Effects of Metacognitive Approaches on Improving English as a Second Language Instruction for Language Minority Students*. \$372,232. (1999).
22. 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. (1999).
23. 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. (2001).
24. U. S. Department of Education. *Stanford Collaboration for Technology Support to Improve English Language Learner Teacher Development*. \$1,294,254. (2002).
25. William and Flora Hewlett Foundation. *Teaching / Learning Partnership between UC Merced and Community Colleges*. (Jeff Wright, Maria Pallavicini co-PIs) \$599,575. (2003).
26. William and Flora Hewlett Foundation. *A Review of "Californians Together Priority Policy Issues" and Shaping Some Next Steps*. Awarded 12/9/06, \$28,000. (2007).
27. Council of Great City Schools. *Technology-Supported Tools to Enhance Science Instruction and Learning for English Language Learners in the Middle Schools: A Collaborative Project at San Francisco Unified School District*. \$170,390. (2007).
28. Carnegie Corporation of New York. *Research and Innovation Support in the Use of ARRA Education Funds for English Language Learners*. \$50,000 (2009).
29. Carnegie Corporation of New York. *Improving Federal Education Programs for English Language Learners*. \$50,000 (2010).

30. Institute for Education Sciences (subcontract through Educational Testing Service, PI Jill Burstein). *A Technology-Rich Teacher Professional Development Intervention that Supports Content-Based Curriculum Development for English Language Learners*. \$192,420 (2010).
31. S. H. Cowell Foundation. *The Stanford ELL Leadership Network: A Research-Based Collaboration of California School Districts to Improve the Education of English Language Learners*. \$1,126,519 (2011-2017).
32. Carnegie Corporation of New York and the Bill and Melinda Gates Foundation. *Building on the Common Core State Standards Initiative to Improve Learning for English Language Learners*. \$2,000,000 (2011-2012). Continuation \$801,062 (2013-2015).
33. CCSSO/U.S. Department of Education Enhanced Assessment Grants Program. *English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)* \$202,456 (2012-2016).
34. U.S. Department of Education, National Professional Development Grants, Office of English Language Acquisition. *Academic Literacy Support for Novice Teachers: A Systemic Approach* \$1,954,728. (2012-2017).
35. Council of Chief State Schools Officers (CCSSO). Advisory Services to SCASS (State Collaborative on Assessment and Student Standards). \$65,000. (2013)
36. Central Valley Foundation. *Data Dialogues: Data Augmentation to the Stanford ELL Leadership Network*. \$80,500 (2013-2017).
37. Council of Chief State Schools Officers (CCSSO). Advisory Services to SCASS (State Collaborative on Assessment and Student Standards). \$65,000. (2014)
38. Televisa Foundation. *Massive Open Online Courses (MOOCs) as a Collaborative Tool to Support the Language Demands of the New Content Standards* \$100,000. (2014-2015).
39. William and Flora Hewlett Foundation. *MOOCs for Teacher Professional Development*. 2014-15 \$300,000. (2014-2015).
40. California Education Partners. *Data and Collaboration Support for Small California School Districts*. \$310,533. (2014-2016).

41. Smarter Balanced Assessment Consortium, UCLA. *Online Teacher Development Modules for Formative Assessment*. \$181,500. (2014).
42. North Carolina Department of Public Instruction. *Preparing Teachers to Reach All Students: A Collaboration between Understanding Language and the North Carolina Department of Public Instruction*. \$91,865. (2014-2015).
43. Oakland Unified School District. *How to Improve Outcomes for English Language Learners*. \$126,062. (2014).
44. Oregon State University/Oregon Department of Education. *ELP Standards – Massive Open Online Course (MOOC)*. \$55,336. (2014).
45. Spencer Foundation. *Massive Open Online Courses (MOOCs) as a Collaborative Tool to Support the Language Demands of the New Content Standards*. \$50,000. (2014-2015).
46. Council of Chief State Schools Officers (CCSSO). *Advisory Services to SCASS (State Collaborative on Assessment and Student Standards)*. \$65,000. (2015)
47. Stanford University Vice Provost for Online Learning. *Massive Open Online Courses (MOOCs) as a Collaborative Tool to Support the Mission of the Graduate School of Education*. \$124,990. (2013-2014).
48. CUNY Research Foundation. *District Leadership Institutes for the New York State Blueprint for ELL Success and Part 154*. \$450,000. (2016)
49. Council of Chief State Schools Officers (CCSSO). *Advisory Services to SCASS (State Collaborative on Assessment and Student Standards)*. \$65,000. (2016)
50. K12 OER Collaborative (funded by the Schusterman Foundation). *Open Educational Resources Illustrative Math Curriculum*. \$375,000. (2016-2017).
51. Carnegie Corporation of New York. *Learning from Successful High Schools for English Language Learners*. \$50,000. (2016-2017).
52. William and Flora Hewlett Foundation. *Program Grant Support for Understanding Language / SCALE*. \$255,000. (2016-2018).
53. William and Flora Hewlett Foundation. *Massive Open Online Courses*. \$500,000. (2016-2018).

54. Helmsley Charitable Trust. *Open Source Online Resources for Educators to Support the Common Core*. \$500,000. (2016-2017).
55. California Department of Education Foundation (CDEF). *The California English Learner Roadmap*. (2016-2017).
56. Spencer Foundation. *Starting a Research Fellowship Program to Support Policy for English Language Learners*. \$50,000 (2016-2017)
57. William T. Grant Foundation. *Research to Advance Federal Policy for English Language Learners: A Workshop Proposal*. \$25,000 (2017)
58. Bill and Melinda Gates Foundation. *Resources to Support Schools and Districts to Integrate Content and Language Development Standards in Curriculum and Professional Learning*. \$1,000,000. (2017-2018).

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 among 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 Clearinghouse 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.
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