

# **Linguistically Diverse Students and the Arts: A Scoping Review**

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## **Abstract**

As the number of linguistically diverse students in American schools rises, teachers must facilitate the academic language development of emergent bilinguals (Garcia et al, 2008). Building a theoretical model of creative processes from the work of Mace and Ward (2002), Halliday (2003), and Rogoff et al. (1995), I suggest the arts may be well-suited for supporting the academic language development of emergent bilinguals. In this article, I conduct a scoping review of research literature from 2006 to 2016 to explore the use of the arts in K-12 classrooms with emergent bilinguals. Per scoping reviews, this study reviews the nature of the field, including methods, methodologies, measures, and outcomes. Because there is a pressing need for teachers to facilitate emergent bilinguals' academic language development, further exploration of the intersection of arts and language must hone the tools of research to add depth and impact to a wide-ranging field of inquiry.

*Keywords:* Arts, linguistically diverse students, emergent bilinguals, academic language

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