

# Frontiers Of Bilingual Education

*Being Bilingual* Safder Alladina 1995 An attempt to present issues of bilingualism to the bilingual families themselves, so that although psycho- and socio- linguistically sound, this book is straightforward and populist in style. The text argues for families to maintain their mother tongues and suggests strategies for doing so at home and with schools.

*Bilingual Education* 1977

**Issues in International Bilingual Education**  
Beverly Hartford 2012-12-06 CHRISTINA BRAIT  
PAULSTON There is an important difference between merely experimental and genuine experiment. The one may be a feeling for novelty, the other is rationally based on experience seeking a better way. - Frank Lloyd Wright Wright was talking about architecture,

but the same difference can be applied to analyzing the relationship between standard and vernacular languages in bilingual education; surely we are also seeking a better way to handle bilingual education based on experience. How rationally based our efforts are, is another question. Works on this and similar topics can at times become the scene for very emotional-and very moving-presentations which sometimes are more utopian than rational. One can perhaps call this a very 'rational' text, because so few of the contributors are members of ethnic subordinate groups. Am I suggesting that minority group members are less rational? Of course not. I am suggesting that it is much easier to be calm, objective and scholarly about the lot of others than about your own. The most salient feature about the bilingual education of vernacular

speaking groups is the social and economic exploitation of its members by the dominant group. The papers herein, treating bilingual education from a psychological perspective, agree at least on the issue that an understanding of the social and economic factors underlying bilingual education is crucial for understanding the psychological studies on bilingualism.

**Bilingual Education** María Estela Brisk  
2006-04-21 Bilingual Education: From Compensatory to Quality Schooling, Second Edition maintains its original purpose of synthesizing the research on successful bilingual education in order to demonstrate that quality bilingual education is possible and desirable. Findings from a wide range of studies are integrated to provide a clear picture of bilingual education in today's schools, and a professional understanding of the foundations and issues surrounding bilingual education programs. The recommendations offered provide a comprehensive basis for planning, developing,

improving, and evaluating bilingual programs. For clarity, these recommendations are discussed with respect to the whole school, the curriculum, and the classroom, but it is stressed that they need to be applied in a holistic way because they depend on each other. All educators who work or will work with bilingual students--classroom teachers, administrators, and curricula developers--will find the information in this text essential and will appreciate the straightforward approach and easy reading style. New in the Second Edition: \*A new Chapter 1, Pursuing Successful Schooling, includes the definition of success that frames the content of the book, and a review of how the research on bilingual education has changed. \*Chapter 2, Bilingual Education Debate, is substantially revised to address major changes in demographics and legislation. \*Chapter 3, Contextual and Individual Factors: Supports and Challenges, is updated to include important new research on the external and

internal factors affecting learners and a new section on peers. \*Chapter 4, Creating a Good School, is reorganized and updated. \*Chapter 5, Creating Quality Curriculum, is updated throughout, particularly the sections on teaching content areas and assessment. \*Chapter 6, Creating Quality Instruction, includes extensive new material in the sections on "Teaching English and In English" and "Teaching Students with Limited Schooling." \*Chapter 7, Beyond the Debate, has an extensive new section describing and analyzing how the framework for quality education can be used as a guide to help create a new program.

**Bilingual Education** Christina Bratt Paulston 1980 In this study, I will attempt to outline some major theories of social and educational change and to delineate the identification and interpretation of variables of bilingual education within the framework of each particular theory. In so doing, I am drawing heavily on the work by R.G. Paulston in his *Conflicting Theories of*

*Social and Educational Change: A Typological Review* (1976). - Introduction.

**Bilingualism in Education** Jim Cummins 1986 This is a remarkably interesting and useful book...it makes a significant contribution to our knowledge and understanding of both bilingualism and education.' *Journal of Education Policy*

**Introduction to Bilingualism** Charlotte Hoffmann 2014-09-25 An Introduction to Bilingualism provides a comprehensive review of the most important aspects of individual and societal bilingualism, examining both theoretical and practical issues. At the level of the individual, it addresses such questions as: What is involved in the study of bilingual children? What are the patterns of bilingual language acquisition? In which ways do the language competence and the speech of bilinguals differ from those of monolinguals? Topics that sometimes arouse controversy are explored - such as the question of whether there is a

relationship between bilingualism and a child's cognitive, psychological and social development. The book is also concerned with multilingualism, that is, bilingualism as a societal phenomenon. It focuses on such issues as language choice in bilingual and multilingual communities, national identity and the education of bilinguals. The inclusion of several case studies of European linguistic minorities serves to exemplify the topics dealt with at the theoretical level and to illustrate the linguistic complexities found in contemporary Europe.

*Encyclopedia of Bilingual Education* Josue M. Gonzalez 2008-06-05 The book is arranged alphabetically from Academic English to Zelasko, Nancy.

*New Frontiers in Teaching and Learning English* Paola Vettorel 2015-06-18 The contributions to this volume explore several focal issues related to the global spread of English and their implications for English language teaching, providing both theoretical and empirical

perspectives on recent research and implications in educational terms. The volume is divided into three thematic sections, namely "Developments in ELF research and pedagogic implications", "Raising teachers' awareness of ELF", and "ELF and ELT practices". The book provides up-to-date perspectives on the issues, implications and repercussions that findings in ELF research can have for ELT practices. The contributors are all scholars and researchers who have long been engaged in ELF-related research, and who have undertaken operational and practical work in the field, and, as such, offer novel perspectives on the effects of EFL research on the teaching and learning of English. The volume also presents the findings of innovative projects in teacher education, involving pre- and in-service teachers, providing exemplificative good practices of possible new routes into pluralistic, ELF-aware and ELF-oriented didactic perspectives.

*A History of Bilingual Education in the US* Sarah

C.K. Moore 2021-03-24 This book traces a history of bilingual education in the US, unveiling the pervasive role of politics and its influence on integrity of policy implementation. It introduces readers to once nationwide, systemic supports for diverse bilingual educational programs and situates particular instances and phases of its expansion and decline within related sociopolitical backdrops. The book includes overlooked details about key leaders and developments that affected programs under the Bilingual Education Act. It delves deeply into a past infrastructure: what it entailed, how it worked, and who was involved. This volume is essential reading for researchers, students, administrators, education leaders, bilingual advocates and related stakeholders invested in understanding the history of language education in the US for future planning, expansion, and enhancement of bilingual educational programs and promotion of equity and access in schooling.

*Forked Tongue* Rosalie Porter 2017-07-12 Today children who are not fluent in English—legal and illegal immigrants, refugees, and native born—are the fastest growing portion of our population, accounting for more than half the children in classrooms in many city schools. Bilingual education programs established by federal and state laws have required that such students be taught basic subjects in their native languages rather than in English. Judged by most applicable measures—such as achievement scores and dropout rates—these programs have not been successful. This edition includes new material on recent efforts to reform bilingual education, on the growing trend across the country toward English language programs, on the latest national research studies, and on the movement to make English the official language of the United States. *Forked Tongue* is a devastating inside account of how the twenty-eight-year experiment in bilingual education has failed our language-minority children—and why.

Rosalie Porter draws on local, state, and international experience to provide us with the first authoritative account of which policies, programs, and practices actually succeed with the children they are intended to serve. Forked Tongue will be of interest to educators, sociologists, and scholars interested in second language acquisition.

**Transforming Schooling for Second Language Learners**

Mariana Pacheco  
2019-02-01 The purpose of Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices is to bring together educational researchers and practitioners who have implemented, documented, or examined policies, pedagogies, and practices in and out of classrooms and in real and virtual contexts that are in some way transforming what we know about the extent to which emergent bilinguals (EBs) learn and achieve in educational settings. In the following chapters, scholars and

researchers identify both (1) the current state of schooling for EBs, from their perspective, and (2) the particular ways that policies, pedagogies, and/or practices transform schooling as it currently exists for EBs in discernible ways based on their scholarship and research. Drawing on current and seminal research in fields including second language acquisition, applied linguistics, sociolinguistics, and educational linguistics, contributing authors draw on complementary theoretical, methodological, and philosophical frameworks that attend to the social, cultural, political, and ideological dimensions of being and becoming bi/multilingual and bi/multiliterate in schools and in the United States. In sum, we are deeply committed to asserting hope, possibility, and potential to discussions and discourses about bi/multilingual students. We value the urgency around improving the conditions, experiences, and circumstances in which they are learning languages and academic content. Our aim is to

highlight perspectives, conceptualizations, orientations, and ideologies that disrupt and contest legacies of deficit thinking, linguistic purism, language standardization, and racism and the racialization of ethnolinguistic minorities.

*Policy and Practice in Bilingual Education* Ofelia García 1995-01-01 A collection of pivotal papers from 1986-1993 on bilingualism and bilingual education, grouped in sections on policy and legislation, implementation of bilingual policy in schools, bilingualism in instruction, and using the bilingualism of the school community. Articles conclude with suggested student activities and discussion questions, encouraging students to take on an advocacy-oriented role. The reader can be used alone or with the publisher's *Foundations of Bilingual Education and Bilingualism*. No index. Annotation copyright by Book News, Inc., Portland, OR  
**Translanguaging** O. Garcia 2013-11-29 Winner of the British Association of Applied Linguistics

Book Prize 2014 This book addresses how the new linguistic concept of 'Translanguaging' has contributed to our understandings of language, bilingualism and education, with potential to transform not only semiotic systems and speaker subjectivities, but also social structures.

**Perspectives on the 'Bilingual Advantage': Challenges and Opportunities** Peter Bright 2019 This eBook is a collection of articles from a Frontiers Research Topic. Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series: they are collections of at least ten articles, all centered on a particular subject. With their unique mix of varied contributions from Original Research to Review Articles, Frontiers Research Topics unify the most influential researchers, the latest key findings and historical advances in a hot research area! Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office: [frontiersin.org/about/contact](http://frontiersin.org/about/contact).

*New Frontiers in Teaching and Learning English*  
Paola Vettorel 2015-04-01 The contributions to this volume explore several focal issues related to the global spread of English and their implications for English language teaching, providing both theoretical and empirical perspectives on recent research and implications in educational terms. The volume is divided into three thematic sections, namely "Developments in ELF research and pedagogic implications", "Raising teachers' awareness of ELF", and "ELF and ELT practices". The book provides up-to-date perspectives on the issues, implications and repercussions that findings in ELF research can have for ELT practices. The contributors are all scholars and researchers who have long been engaged in ELF-related research, and who have undertaken operational and practical work in the field, and, as such, offer novel perspectives on the effects of EFL research on the teaching and learning of English. The volume also presents the findings of innovative projects in teacher

education, involving pre- and in-service teachers, providing exemplificative good practices of possible new routes into pluralistic, ELF-aware and ELF-oriented didactic perspectives.

### **Describing Bilingual Education Classrooms**

Andrew D. Cohen 1980 Directed primarily at teachers in bilingual programs, this report suggests ways in which they may assist evaluators in improving the quality of evaluation, particularly regarding descriptive information about the bilingual classroom. Six principles of classroom description are examined: (1) program model, type, and design; (2) student characteristics; (3) instructional methods; (4) teacher and student language use patterns; (5) functional language ability; and (6) development of language skills. Teachers are asked to respond to an example that highlights one or more aspects of each principle; emphasis is on practical, immediate steps that the classroom teacher can take to improve the quality of



evaluation. It is noted that some of the information about the classroom may be relatively inaccessible to anyone but the teacher since it reflects cumulative insights gleaned from repeated encounters with students on a daily basis. Contains approximately 60 references. (LB)

**Bilingual Schooling in the United States**

Theodore Andersson 1978

Bilingual Education Stephen D. Krashen 1991  
*Research Evidence for the Effectiveness of Bilingual Education* Rudolph C. Troike 1978

*Imagining Multilingual Schools* Ofelia García 2006 This book brings together visions and realities of multilingual schools throughout the world so as to examine the pedagogical, socioeducational and sociopolitical issues that impact on their development and success. It considers issues of multilingual schooling in different countries and for diverse populations.

**Bilingual Education in the US** Renard

Teipelke 2009-08-18 Scientific Essay from the

year 2008 in the subject English - Applied Geography, grade: 1,7, Free University of Berlin, course: Oral and Writing Skills, language: English, abstract: On the introductory historical basis, the role of bilingual education, with focus on English as a second language for Hispanic children in school, will be presented in this paper. After a theoretical introduction, I examine the arguments for and against the bilingual education by balancing previous research on this issue. Then I will analyze the problems in this field and the language legislation in the US. For a better understanding of the importance of bilingualism in the US, I will refer to the interest groups, the differences between the states, and to the issue of identity. To conclude, I will focus on English and Spanish as world languages and try an outlook on the future of the multicultural US.

*Bilingual Education in American Schools*

Francesco Cordasco 1979

*Bilingual Education* Center for Applied

Linguistics 1977

**Bilingual Language Development: The Role of Dominance**

Cornelia Hamann 2019-09-20 It has long been established that bilingual speakers are rarely balanced in their languages so that one language is dominant. The contributions to the Research Topic “Bilingual Language Development: The Role of Dominance” focus on the potential effects of language dominance on the competence and processing of bilinguals, covering a large variety of language combinations and domains. Important aspects of such work are the interplay of L1-maintenance/attrition and possible L2-dominance, the direction of cross-linguistic influence (CLI) or code-mixing, as well as the effects of bilingualism on cognitive development, each addressed in several contributions. However, such research presupposes a definition of dominance, which is far from being settled. This gives rise to considerable differences in the operationalization of the

concept across studies. The studies in this Research Topic present a multifaceted picture of the role of language dominance for L1-maintenance/attrition, L2-development and CLI. Though a unified story cannot emerge for such a complex subject, interesting new venues are explored including the impact of dominance shift during L1-re-exposure, comparisons of different types of bilingual groups, or operationalization of dominance through experiential measures. The variety of approaches and results is in part owed to the many language combinations studied and the fact that bilingual children, adults and atypical speakers are investigated. This diversity constitutes the interest of this Research Topic.

**Bilingual Education**

Jim Cummins 2010-08-05 This volume addresses bilingual education, the use of two (or more) languages of instruction in education. Although bilingual education is available in some form in most countries, it is frequently the subject of political debate,

especially where a bilingual program is set up to serve migrant populations. The volume offers a thorough analysis of a range of conceptual issues in bilingual education. • discussion of research in the field since the 1920s and the conclusions that can be drawn from it. • chapters on illustrative bilingual education programs and policies from around the globe. This is one of ten volumes of the Encyclopedia of Language and Education published by Springer. The Encyclopedia bears testimony to the dynamism and evolution of the language and education field, as it confronts the ever-burgeoning and irrepressible linguistic diversity and ongoing pressures and expectations placed on education around the world.

*Bilingual Education and Social Change* Rebecca Diane Freeman 1998 A general introduction to bilingualism, bilingual education, and minority education in the United States, and an ethnographic/discourse analytic study of how one successful dual-language programme

challenges mainstream US educational programmes that discriminate against minority students and the languages they speak. Implications for research practice and practice in other school and community contexts are emphasized.

*Bilingual Education* Ofelia García 2007 The book contains a comprehensive selection of outstanding and influential articles on bilingual education in the USA and the rest of the world. It is designed for instructors and students, with questions and activities based on each of the 19 readings for students to engage in active learning.

*Bilingual Education in the Us* Renard Teipelke 2009-08 Scientific Essay from the year 2008 in the subject English - Applied Geography, grade: 1,7, Free University of Berlin, course: Oral and Writing Skills, language: English, abstract: On the introductory historical basis, the role of bilingual education, with focus on English as a second language for Hispanic children in school,

will be presented in this paper. After a theoretical introduction, I examine the arguments for and against the bilingual education by balancing previous research on this issue. Then I will analyze the problems in this field and the language legislation in the US. For a better understanding of the importance of bilingualism in the US, I will refer to the interest groups, the differences between the states, and to the issue of identity. To conclude, I will focus on English and Spanish as world languages and try an outlook on the future of the multicultural US.

**Foundations of Bilingual Education and Bilingualism** Colin Baker 2017-02-22 The sixth edition of this bestselling textbook has been substantially revised and updated to provide a comprehensive introduction to bilingualism and bilingual education in the 21st century. Written in a compact and clear style, the book covers all the crucial issues in bilingualism at individual, group and societal levels. Updates to the new

edition include:

- Greater attention to technological advances and global trends impacting and impacted by bilingualism.
- New trends and issues in bilingual education, including recent research on the effectiveness of different types of bilingual education.
- Issues in the assessment of bilinguals.
- The latest thinking on identity and bilingualism.
- Recent developments in brain imaging research.

Discussion of the latest terms in bilingualism research including dynamic bilingualism, translanguaging, transliteracy and superdiversity, in addition to an enhanced look at multilingualism. Students and instructors will benefit from new features including:

- A comprehensive glossary.
- A condensed and updated bibliography.
- Updated international examples of policy, research and practice.
- The addition of web resources and discussion questions.
- Fully revised study activities and recommended reading.

Frontiers of Bilingual Education Bernard Spolsky

1977

**Bilingual Education** Jim Cummins 1997 This volume provides a comprehensive account of the implementation of bilingual education programmes in countries throughout the world. Bilingual programmes have been implemented to achieve a variety of educational and social goals in different contexts. Some programmes are intended to support the maintenance of national minority languages or to revitalize languages whose long-term survival is threatened; others aim to help recent immigrants succeed academically while making the transition to instruction taught primarily through the majority language of the society. In addition, bilingual programmes have been used to teach additional languages to students from the majority or dominant language group. Similar theoretical principles underlie the development of bilingual conversational and academic skills in all these diverse contexts. Preparing Teachers for Bilingual Education

Octavio A. Ballesteros 1979

**Translanguaging and Transformative Teaching for Emergent Bilingual Students** City University of New York-New York State Initiative on Emergent Bilinguals 2020-11-26 A critical and accessible text, this book provides a foundation for translanguaging theory and practice with educating emergent bilingual students. The product of the internationally renowned and trailblazing City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), this book draws on a common vision of translanguaging to present different perspectives of its practice and outcomes in real schools. It tells the story of the collaborative project's positive impact on instruction and assessment in different contexts, and explores the potential for transformation in teacher education. Acknowledging oppressive traditions and obstacles facing language minoritized students, this book provides a pathway for combatting racism, monolingualism,

classism and colonialism in the classroom and offers narratives, strategies and pedagogical practices to liberate and engage emergent bilingual students. This book is an essential text for all teacher educators, researchers, scholars, and students in TESOL and bilingual education, as well as educators working with language minoritized students.

**Current Research in Bilingualism and Bilingual Education** Piotr Romanowski

2018-07-24 This book covers research topics in bilingual education, language policies, language contact, identity of bilingual speakers, early bilingualism, heritage languages, and more, and provides an overview of current theory, research and practice in the field of bilingualism. Each chapter is written by a specialist in the field. Part I focuses on the numerous and heterogeneous relations between languages as well as the implications arising from bilingual speech processing. In Part II, a series of contextualized studies on bilingual classrooms

are presented, with diverse research designs applied in different educational settings being a key feature of these studies. Part III bridges theory and practice by offering an insight into mono- and multilingual school settings showcasing examples of educational institutions where bilingualism successfully soared and depicts the needs related to language education. Perspectives on Bilingualism and Bilingual Education James E. Alatis 1985

**Language, Culture, and Power** Lourdes Diaz Soto 1997-01-01 Provides insights into the impact that eliminating bilingual education programs has on the lives of families and communities. Persuasively argues that linguistic repression is an unwise language policy for a democratic nation.

Bilingual Community Education and Multilingualism Ofelia García 2012-09-15 "This book takes up the lens of ethnolinguistic communities as they proudly educate their own children in their ways of speaking and being.

These bilingual community education programs are unlike bilingual programs in US public schools, where speakers of languages other than English are often minoritized. In these programs, the children's linguistic and cultural diversity are their most valuable assets. But these bilingual community education programs are also different from how others have characterized heritage language programs. In these bilingual community education programs diasporic ethnolinguistic communities ensure that their children use their ways of speaking and being within a US global context. Thus, their interest is not in their heritage, as the language and the culture was performed in the past, in another space, but as a dynamic bilingualism and biculturalism that is performed by American children."--publisher website.

*New Frontiers in Second Language Learning*

John H. Schumann 1974

**ELL Frontiers** Heather Parris 2016-09-15 Your

GPS for improving ELLs' academic outcomes  
Grounded in the latest research on EL language and literacy development and technology integration, this timely book will serve as your road map for navigating the exciting new frontier of digital instruction. Learn how to improve academic outcomes, enhance language acquisition, and cultivate digital citizenship through ELL Frontiers': An overview of current digital age learning experiences and trends  
Step-by-step guides to implementing technology-infused lessons that are specifically adapted for English learners, including a sample lesson seed in each chapter  
Authentic vignettes of current uses of technology in the classroom  
Professional Learning Network questions for group discussion

# Frontiers Of Bilingual Education

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