

# Rethinking Bilingual Education

**rethinking bilingual education: Rethinking Bilingual Education** Elizabeth Barbian, 2017  
In this collection of articles, teachers bring students' home languages into their classrooms-from powerful bilingual social justice curriculum to strategies for honoring students' languages in schools that do not have bilingual programs. Bilingual educators and advocates share how they work to keep equity at the center and build solidarity between diverse communities. Teachers and students speak to the tragedy of languages loss, but also about inspiring work to defend and expand bilingual programs. Book jacket.

**rethinking bilingual education: Rethinking Bilingual Education in Postcolonial Contexts** Feliciano Chimbutane, 2011-05-18 This book calls for critical adaptations when theories of bilingual education, based on practices in the North, are applied to the countries of the global South. For example, it challenges the assumption that transitional models necessarily lead to language shift and cultural assimilation. Taking an ethnographically-based narrative on the purpose and value of bilingual education in Mozambique as a starting point, it shows how, in certain contexts, even a transitional model may strengthen the vitality of local languages and associated cultures, instead of weakening them. The analysis is based on the view that communicative practices in the classroom influence and are influenced by institutional, local and societal processes. Within this framework, the book shows how education in low-status languages can play a role in social and cultural transformation, especially where post-colonial contexts are concerned.

**rethinking bilingual education: Rethinking the Education of Multilingual Learners** Jim Cummins, 2021-09-06 Over the past 40 years, Jim Cummins has proposed a number of highly influential theoretical concepts, including the threshold and interdependence hypotheses and the distinction between conversational fluency and academic language proficiency. In this book, he provides a personal account of how these ideas developed and he examines the credibility of critiques they have generated, using the criteria of empirical adequacy, logical coherence, and consequential validity. These criteria of theoretical legitimacy are also applied to the evaluation of two different versions of translanguaging theory - Unitary Translanguaging Theory and Crosslinguistic Translanguaging Theory - in a way that significantly clarifies this controversial concept.

**rethinking bilingual education: Bilingual Education in South America** Anne-Marie De Mejía, 2005 This book presents a vision of bilingual education in six South American nations: three Andean countries, Peru, Ecuador, and Colombia, and three 'Southern Cone' countries, Brazil, Argentina and Paraguay. It provides an integrated perspective, including work carried out in majority as well as minority language contexts, referring to developments in the fields of indigeneous, Deaf, and international bilingual and multilingual provision.

**rethinking bilingual education: Rethinking Multicultural Education** Wayne Au, 2020-11-16 This new and expanded edition collects the best articles dealing with race and culture in the classroom that have appeared in Rethinking Schools magazine. With more than 100 pages of new materials, Rethinking Multicultural Education demonstrates a powerful vision of anti-racist, social justice education. Practical, rich in story, and analytically sharp! Book Review 1: "If you are an educator, student, activist, or parent striving for educational equality and liberation, Rethinking Multicultural Education: Teaching for Racial and Cultural Justice will empower and inspire you to make a positive change in your community." -- Curtis Acosta, Former teacher, Tucson Mexican American Studies Program; Founder, Acosta Latino Learning Partnership Book Review 2: "Rethinking Multicultural Education is both thoughtful and timely. As the nation and our schools become more complex on every dimension-race, ethnicity, class, gender, ability, sexuality, immigrant status-teachers need theory and practice to help guide and inform their curriculum and

their pedagogy. This is the resource teachers at every level have been looking for.” -- Gloria Ladson-Billings, Professor & Dept. Chair, Kellner Family Chair in Urban Education, University of Wisconsin-Madison and author of *Dreamkeepers: Successful Teachers of African American Children*  
Book Review 3: “Rethinking Multicultural Education is an essential text as we name the schools we deserve, and struggle to bring them to life in classrooms across the land.” -- William Ayers, teacher, activist, award-winning education writer, and Distinguished Professor of Education and Senior University Scholar at the University of Illinois at Chicago (retired)

**rethinking bilingual education: Rethinking Columbus** Bill Bigelow, Bob Peterson, 1998  
Provides resources for teaching elementary and secondary school students about Christopher Columbus and the discovery of America.

**rethinking bilingual education: Foundations of Bilingual Education and Bilingualism** Colin Baker, Wayne E. Wright, 2021-03-08  
The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible introduction to bilingualism and bilingual education in an everchanging world. Written in a compact and clear style, the book covers all the crucial issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, codeswitching, translanguaging, translingualism, biliteracy, multiliteracies, metalinguistic and morphological awareness, superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments including the Every Student Succeeds Act (ESSA), Seal of Biliteracy, Proposition 58, LOOK Act, Native American Languages Preservation Act, and state English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America. Technology and language learning on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities

**rethinking bilingual education: 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 role of politics in policy development and implementation. It introduces readers to past systemic supports for creation of diverse bilingual educational programs and situates particular instances and phases of expansion and decline within related sociopolitical backdrops.

**rethinking bilingual education: Rethinking Elementary Education** Linda Christensen, Mark Hansen, Bob Peterson, 2012  
Rethinking Elementary Education collects the finest writing about elementary school life and learning from 25 years of Rethinking Schools magazine. The articles in this collection offer practical insights about how to integrate the teaching of content with a social justice lens, seek wisdom from students and their families, and navigate stifling tests and mandates. Teachers and parents will find both inspiration and hope in these pages.

**rethinking bilingual education: The New Teacher Book** Terry Burant, Linda Christensen, Kelley Dawson Salas, Stephanie Walters, 2010  
Teaching is a lifelong challenge, but the first few years in the classroom are typically a teacher's hardest. This expanded collection of writings and reflections offers practical guidance on how to navigate the school system, form rewarding relationships with colleagues, and connect in meaningful ways with students and families from all cultures and backgrounds.

**rethinking bilingual education: Educating Emergent Bilinguals** Ofelia Garcia, Jo Anne Kleifgen, 2018-04-13  
This accessible guide introduces readers to the issues and controversies surrounding the education of language minority students in the United States. What makes this book

a perennial favorite are the succinct descriptions of alternative practices for transforming our schools and students' futures, such as building on students' home languages and literacy practices, incorporating curricular and pedagogical innovations, using proven-effective approaches to parent engagement, and employing alternative assessment tools.

**rethinking bilingual education:** Rethinking School-University Partnerships Prentice T. Chandler, Lisa Barron, 2021-05-01 Rethinking School-University Partnerships: A New Way Forward provides educational leaders in K-12 schools and colleges of education with insight, advice, and direction into the task of creating partnerships. In current times, colleges of education and local school districts need each other like never before. School districts struggle with pipeline, recruitment, and retention issues. Colleges of education face declining enrollment and a shifting educational landscape that fundamentally changes the way that teachers are trained and what local school districts expect their teachers to be able to do. It is with these overlapping constraints and converging interests that partnerships emerge as a foundational strategy for strengthening the education of our teachers. With nearly 80 contributors from 16 states (and Jamaica) representing 39 educational institutions, the partnerships described in this book are different from the ways in which colleges of education and school districts have traditionally worked with one another. In the past, these loose relationships centered primarily on student teaching and/or field experience placements. In this arrangement, the relationship was directed towards ensuring that the local schools were amenable to hosting students from the college of education so that the student/candidate could complete the requirements to earn a teaching license. In our view, this paradigm needs to be enlarged and shifted.

**rethinking bilingual education:** The Handbook of Bilingual and Multilingual Education Wayne E. Wright, Sovicheth Boun, Ofelia García, 2017-09-25 The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinary field of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world Features contributions from 78 established and emerging international scholars Offers extensive coverage in sixteen chapters of language and education issues in specific and diverse regional/geographic contexts, including South Africa, Mexico, Latvia, Cambodia, Japan, and Texas Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ELLs, learners with language impairments, and bilingual education outside of the classroom

**rethinking bilingual education: Language, Power and Pedagogy** Jim Cummins, 2000-09-22 Population mobility is at an all-time high in human history. One result of this unprecedented movement of peoples around the world is that in many school systems monolingual and monocultural students are the exception rather than the rule, particularly in urban areas. This shift in demographic realities entails enormous challenges for educators and policy-makers. What do teachers need to know in order to teach effectively in linguistically and culturally diverse contexts? How long does it take second language learners to acquire proficiency in the language of school instruction? What are the differences between attaining conversational fluency in everyday contexts and developing proficiency in the language registers required for academic success? What adjustments do we need to make in curriculum, instruction and assessment to ensure that second-language learners understand what is being taught and are assessed in a fair and equitable manner? How long do we need to wait before including second-language learners in high-stakes national examinations and assessments? What role (if any) should be accorded students' first language in the curriculum? Do bilingual education programs work well for poor children from minority-language backgrounds or should they be reserved only for middle-class children from the majority or dominant group? In addressing these issues, this volume focuses not only on issues of language learning and teaching but also highlights the ways in which power relations in the wider society affect patterns of teacher-student interaction in the classroom. Effective instruction will inevitably challenge patterns of coercive power relations in both school and society.

**rethinking bilingual education: An Educator's Guide to Dual Language Instruction** Gayle Westerberg, Leslie Davison, 2016-04-14 This user-friendly book is a key resource for teachers and administrators to ensure their school's success in implementing and maintaining a dual language program. Authors Gayle Westerberg and Leslie Davison share their own experiences leading a dual language school, the obstacles they overcame, and the best practices they learned along the way. The book is filled with step-by-step instructions and strategies you can try immediately, as well as inspirational stories from educators in urban and rural dual language programs across the country. Topics include: Choosing a model for your dual language program and involving all stakeholders in the transition process; Marketing your program effectively to recruit students and staff, including international teachers; Implementing a standards-based instructional framework focused on direct vocabulary instruction, extensive reading, and using language in context; Setting proficiency targets and using internal and external assessments to track students' progress; Incorporating technology for a more interactive and engaging language-learning experience. You'll also learn how to effectively transition your program through different grade levels and build a collaborative school culture for a strong, long-lasting K-12 dual language program. Additional resources are available on the authors' website, [www.duallanguageinstruction.com](http://www.duallanguageinstruction.com).

**rethinking bilingual education: With Literacy and Justice for All** Carole Edelsky, 2006 This book helps education professionals understand the changing social, political, and economic conditions for language and literacy instruction and second language learning in particular contexts.

**rethinking bilingual education: Bilingual Education** Ofelia García, Colin Baker, 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.

**rethinking bilingual education: Rethinking Language Use in Digital Africa** Leketi Makalela, Goodith White, 2021-06-23 This book challenges the view that digital communication in Africa is limited and relatively unsophisticated and questions the assumption that digital communication has a damaging effect on indigenous African languages. The book applies the principles of Digital African Multilingualism (DAM) in which there are no rigid boundaries between languages. The book charts a way forward for African languages where greater attention is paid to what speakers do with the languages rather than what the languages look like, and offers several models for language policy and planning based on horizontal and user-based multilingualism. The chapters demonstrate how digital communication is being used to form and sustain communication in many kinds of online groups, including for political activism and creating poetry, and offer a paradigm of language merging online that provides a practical blueprint for the decolonization of African languages through digital platforms.

**rethinking bilingual education: Rethinking Mathematics** Eric Gutstein, Bob Peterson, 2005 In this unique collection, more than 30 articles show how to weave social justice issues throughout the mathematics curriculum, as well as how to integrate mathematics into other curricular areas. Rethinking Mathematics offers teaching ideas, lesson plans, and reflections by practitioners and mathematics educators. This is real-world math-math that helps students analyze problems as they gain essential academic skills. This book offers hope and guidance for teachers to enliven and strengthen their math teaching. It will deepen students' understanding of society and help prepare them to be critical, active participants in a democracy. Blending theory and practice, this is the only resource of its kind.

**rethinking bilingual education: Rethinking School Reform** Linda Christensen, Stan Karp, 2003

**rethinking bilingual education: Building Bilingual Education Systems** Peeter Mehisto, Fred Genesee, 2015-03-12 A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education.

**rethinking bilingual education: *Bringing Math Students Into the Formative Assessment***

*Equation* Susan Janssen Creighton, Cheryl Rose Tobey, Eric Karnowski, Emily R. Fagan, 2015-01-21 Make formative assessment work for you—and your math students! Finally, formative assessment that adds up! Bringing Math Students Into the Formative Assessment Equation is the ultimate resource for helping teachers implement formative assessment in the middle school mathematics classroom. And it's much more than that. With this research-based, teacher-tested guide, you won't just learn effective teaching strategies—you'll turn your students into self-regulated learners. They'll monitor and assess their own progress—and communicate to you about it! Features include: A clear and manageable six-aspect instructional model Detailed strategies for helping students own their successes Real-life examples from middle school mathematics teachers Useful resources and a companion website to help you implement formative assessment in your classroom Formative assessment isn't just for teachers anymore. With the help of this essential resource, you'll work together with your students toward a common goal of math success. This book is outstanding. I would recommend it to any math educator. The depth of research integrated into practice is extensive and, as a result, it is the most practical book I have come across related to formative assessment and mathematics The self-regulation aspects, as well as the ownership and involvement emphasized in the book, went beyond the traditional cognitive strategies endorsed in most books. Marc Simmons, Principal Ilwaco Middle School, Ocean Beach School District, Long Beach, WA The ideas in this book are brought to life with examples of teachers and students in the classroom. The teacher voices, comments, and quotes lend credibility and are a big component of the book's strengths as well as the visuals and graphics. Rita Tellez, Math Coordinator Ysleta Independent School District, El Paso, TX

**rethinking bilingual education: Rethinking Reading Comprehension** Anne P. Sweet, Catherine E. Snow, 2003-04-30 This practical book grows out of a recent report written by the RAND Reading Study Group (RRSG), which proposed a national research agenda in the area of reading comprehension. Here, RRSG members have expanded on their findings and translated them into clear recommendations to inform practice. Teachers gain the latest knowledge about how students learn to comprehend texts and what can be done to improve the quality of instruction in this essential domain. From leading literacy scholars, the book explains research-based ways to: \*Plan effective instruction for students at all grade levels \*Meet the comprehension needs of English-language learners \*Promote adolescents' comprehension of subject-area texts \*Understand the complexities of comprehension assessment \*Get optimal benefits from instructional technologies \*And much more!

**rethinking bilingual education: Rethinking Globalization** Bill Bigelow, Bob Peterson, 2002 Rethinking Globalization offers an extensive collection of readings and source material on critical global issues.

**rethinking bilingual education: Dual Language Education** Kathryn J. Lindholm-Leary, 2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the program and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes.

**rethinking bilingual education: Learning for the Future** Gabriel Rshaid, 2011 The 21st century poses a fascinating, yet daunting challenge for educators: how to harness the potential of the infinite abundance brought forth by the Internet. Today's educators are the first generation in history to have access to all accumulated human knowledge. They are now facing a completely new educational paradigm with tools, strategies, and structures that have long been outdated. Schools need to reinvent themselves to develop a pedagogy and related curriculum for the 21st century. Learning for the Future: Rethinking Schools for the 21st Century explores the main drivers and principles for developing schools in the Internet age. It provides insight, pointers, and examples that allow readers to start the process of rethinking teaching strategies and helping students learn new skills needed to become lifelong learners in the knowledge era.

**rethinking bilingual education: Second Language Socialization and Learner Agency** Lyn Wright Fogle, 2012-08-02 This book examines how Russian-speaking adoptees in three US families actively shape opportunities for language learning and identity construction in everyday interactions. By focusing on a different practice in each family (i.e. narrative talk about the day, metalinguistic discourse or languaging, and code-switching), the analyses uncover different types of learner agency and show how language socialization is collaborative and co-constructed. The learners in this study achieve agency through resistance, participation, and negotiation, and the findings demonstrate the complex ways in which novices transform communities in transnational contexts. The perspectives inform the fields of second language acquisition and language maintenance and shift. The book further provides a rare glimpse of the quotidian negotiations of adoptive family life and suggestions for supporting adoptees as young bilinguals.

**rethinking bilingual education: Rethinking education: towards a global common good?** UNESCO, 2015-05-26 Economic growth and the creation of wealth have cut global poverty rates, yet vulnerability, inequality, exclusion and violence have escalated within and across societies throughout the world. Unsustainable patterns of economic production and consumption promote global warming, environmental degradation and an upsurge in natural disasters. Moreover, while we have strengthened international human rights frameworks over the past several decades, implementing and protecting these norms remains a challenge. These changes signal the emergence of a new global context for learning that has vital implications for education. Rethinking the purpose of education and the organization of learning has never been more urgent. This book is inspired by a humanistic vision of education and development, based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future. It proposes that we consider education and knowledge as global common goods, in order to reconcile the purpose and organization of education as a collective societal endeavour in a complex world.

**rethinking bilingual education: *Bilingual Education in China*** Anwei Feng, 2007 This volume brings a mixed group of researchers together to discuss issues in bilingual or trilingual education for the majority and minority nationality groups in China and to explore the relationship between the two.

**rethinking bilingual education: Teaching for Joy and Justice** Linda Christensen, 2009 Teaching for Joy and Justice is the much-anticipated sequel to Linda Christensen's bestselling Reading, Writing, and Rising Up. Christensen is recognized as one of the country's finest teachers. Her latest book shows why. Through story upon story, Christensen demonstrates how she draws on students' lives and the world to teach poetry, essay, narrative, and critical literacy skills. Teaching for Joy and Justice reveals what happens when a teacher treats all students as intellectuals, instead of intellectually challenged. Part autobiography, part curriculum guide, part critique of today's numbing standardized mandates, this book sings with hope -- born of Christensen's more than 30 years as a classroom teacher, language arts specialist, and teacher educator. Practical, inspirational, passionate: this is a must-have book for every language arts teacher, whether veteran or novice. In fact, Teaching for Joy and Justice is a must-have book for anyone who wants concrete examples of what it really means to teach for social justice.

**rethinking bilingual education: Rethinking Bilingual Education in Postcolonial Contexts** Feliciano Chimbutane, 2011 Taking an ethnographic study of the purpose and value of bilingual education in Mozambique as a starting point, this book calls for critical adaptations when theories of bilingual education, based on practices in the North, are applied to the countries of the global South.

**rethinking bilingual education: Migration, Multilingualism and Education** Latisha Mary, Ann-Birte Krüger, Andrea S. Young, 2021 This book explores the question of how equitable and inclusive education can be implemented in heterogeneous classes where learners' languages and cultures reflect the social reality of mass migration and everyday plurilingualism. The book brings together researchers and practitioners working in inclusive teaching and learning in a variety of

migration contexts from pre-school to university. The book opens with an exploration of the relationship between language ideologies and policies with respect to the inclusion of learners for whom the language of education is not the language spoken in the home. The following section focuses on innovative pedagogical practices which allow migrants to be socially, culturally and institutionally included at school and at university while using their plurilingual competences as resources for learning/teaching and allowing them to fully realise their potential.

**rethinking bilingual education: English Learners Left Behind** Kate Menken, 2008-01-01 This book explores how high-stakes tests mandated by No Child Left Behind have become de facto language policy in U.S. schools, detailing how testing has shaped curriculum and instruction, and the myriad ways that tests are now a defining force in the daily lives of English Language Learners and the educators who serve them.

**rethinking bilingual education: Bilingual Education** Jim Cummins, P. Corson, 2012-12-06 This volume provides a comprehensive account of the implementation of bilingual education programs in countries throughout the world. For academics, graduate students, and policymakers, this volume clearly outlines the social and educational goals that can be achieved through bilingual education. It highlights the need to take account of the complex political context of inter-group relationships within which bilingual programs are inevitably embedded.

**rethinking bilingual education: How the Arts Can Save Education** Erica Rosenfeld Halverson, 2021 A comprehensive look at how the arts (broadly conceived) can improve teaching, learning, and curriculum for all students, written in accessible language for non-academics and non-experts. It contains many evocative examples to illustrate the power of the arts to change education--

**rethinking bilingual education: Sociolinguistics and Language Education** Nancy H. Hornberger, Sandra Lee McKay, 2010-06-17 This book, addressed to experienced and novice language educators, provides an up-to-date overview of sociolinguistics, reflecting changes in the global situation and the continuing evolution of the field and its relevance to language education around the world. Topics covered include nationalism and popular culture, style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies, classroom discourse, and ideologies and power. Whether considering the role of English as an international language or innovative initiatives in Indigenous language revitalization, in every context of the world sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms, and the importance of teacher practices that open up spaces of awareness and acceptance of --and access to--the widest possible communicative repertoire for students.

**rethinking bilingual education: Multilingual Approaches for Teaching and Learning** Claudine Kirsch, Joana Duarte, 2020-03-04 Multilingual Approaches for Teaching and Learning outlines the opportunities and challenges of multilingual approaches in mainstream education in Europe. The book, which draws on research findings from several officially monolingual, bilingual, and multilingual countries in Europe, discusses approaches to multilingual education which capitalise on students' multilingual resources from early childhood to higher education. This book synthesises research on multilingual education, relates theory to practice, and discusses different pedagogical approaches from diverse perspectives. The first section of the book outlines multilingual approaches in early childhood education and primary school, the second looks at multilingual approaches in secondary school and higher education, and the third examines the influence of parents, policy-makers, and professional development on the implementation and sustainability of multilingual approaches. The book demonstrates that educators can leverage students' multilingualism to promote learning and help students achieve their full potential. This book will be of great interest to academics, researchers, and postgraduate students in the fields of language education, psychology, sociolinguistics, and applied linguistics.

**rethinking bilingual education: En Comunidad** Carla Espana, Luz Yadira Herrera, 2020 This book provides practical help for undoing the deficit perspective that is frequently applied to Latinx bilingual students. This deficit perspective limits educators from getting to know bilingual learners and has lasting effects on children's self-concept, socio-emotional growth and academic

development. As emergent bilingual Latinx children become the majority in PK-12 schools, and as Latinx communities face increasing socio-political hostility, it is urgent that we shift to teaching practices that honor the knowledge students engage every day across different contexts. Schooling impacts how societal norms are reproduced, contested or reimaged, and the lessons, along with the pedagogical framework that we present in this book, can create that opportunity to fully embrace the ways we can connect with our students and have an impact beyond the classroom. This book offers lessons with a decolonized bilingual sustaining pedagogy approach: a culturally sustaining topic having to do with language practices, literacies, and power texts that show different ways we engage with language practices translanguaging (using all of one's linguistic repertoire, this includes different features of named languages such as Spanish and English) as the way bilingual students communicate, the way we teach, and the way we strive for social justice--

**rethinking bilingual education:** Encyclopedia of Language and Education Stephen May, Ofelia Garcia, Angel M. Y. Lin, 2017-03-15 In this third, fully revised edition, the 10 volume Encyclopedia of Language and Education offers the newest developments, including an entirely new volume of research and scholarly content, essential to the field of language teaching and learning in the age of globalization. In the selection of topics and contributors, the Encyclopedia reflects the depth of disciplinary knowledge, breadth of interdisciplinary perspective, and diversity of socio-geographic experience in the language and education field. Throughout, there is an inclusion of contributions from non-English speaking and non-western parts of the world, providing truly global coverage. Furthermore, the authors have sought to integrate these voices fully into the whole, rather than as special cases or international perspectives in separate sections. The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education, as well as being highly relevant to the fields of applied and socio-linguistics. The publication of this work charts the further deepening and broadening of the field of language and education since the publication of the first edition of the Encyclopedia in 1997 and the second edition in 2008.

**rethinking bilingual education:** Translanguaging O. Garcia, L. Wei, 2013-11-29 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.



## **Rethinking Bilingual Education Introduction**

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Since 2003 an experiment in bilingual education, offered in a handful of rural schools, has proved so popular regardless of the many challenges it faced and continues to face that communities outside its planned scope have requested to be included.

### **Transitional Bilingual Education and Two-Way Immersion ...**

transitional bilingual education program focuses on transitioning students from their native language into English using components of the native language and support systems (Slavin & Cheung, 2005).