

## By Ofelia Garcia Educating Emergent Bilinguals Policies Programs And Practices For English Language Learners Lang

Addressing a wide range of issues in applied linguistics, sociolinguistics, and multilingualism, this volume focuses on language users, the 'people.' Making creative connections between existing scholarship in language policy and contemporary theory and research in other social sciences, authors from around the world offer new critical perspectives for analyzing language phenomena and language theories, suggesting new meeting points among language users and language policy makers, norms, and traditions in diverse cultural, geographical, and historical contexts. Identifying and expanding on previously neglected aspects of language studies, the book is inspired by the work of Elana Shohamy, whose critical view and innovative work on a broad spectrum of key topics in applied linguistics has influenced many scholars in the field to think "out of the box" and to reconsider some basic commonly held understandings, specifically with regard to the impact of language and languaging on individual language users rather than on the masses.

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, translanguaging, 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

Exploring language, culture and education among immigrants in the United States, this volume discusses the range of experiences in raising children with more than one language in major ethno-linguistic groups in New York. Research and practice from the fields of speech-language pathology, bilingual education, and public health in immigrant families are brought together to provide guidance for speech-language pathologists in differentiating language disorders from language variation, and for parents on how to raise their children with more than one language. Commonalities among dissimilar groups, such as Chinese, Korean, and Hispanic immigrants are analyzed, as well as the language needs of Arab-Americans, the home literacy practices of immigrant parents who speak Mixteco and Spanish, and the crucial role of teachers in bridging immigrants' classroom and home contexts. These studies shed new light on much-needed policy reforms to improve the involvement of culturally and linguistically diverse families in decisions affecting their children's education.

Learn how to enact curricular, pedagogical, and policy shifts that nourish students' linguistic repertoires, redefine teaching and learning as reciprocal endeavors, promote student-to-student interactions that help newcomers feel less isolated, and create opportunities for students to experiment with language in both academic and informal settings. Drawing on their experience working with hundreds of educators and thousands of students in linguistically diverse school settings (grades 7-12), the authors challenge readers to engage in critical, collective action as they transform their approach to languaging, agency, and authority in the classroom. Ideas and strategies come alive through classroom vignettes, student stories, and samples of student poetry, prose, and art--as well as examples of linguistically affirming approaches to online teaching. The book is an enlightening professional conversation that represents the importance and impact of multicultural and culturally responsive education that ultimately leads to linguistically inclusive education for newcomers and other language learners. Book Features: Draws from classroom-based research in linguistically diverse school districts in Southern California that use an arts-based, multiliteracy enrichment program designed for newcomer and emergent bilingual students. Examines the ideological, curricular, pedagogical, and political factors that shape the daily experiences of students who are new to the United States and in the process of incorporating English into their linguistic repertoires. Shows examples of how educators create classrooms where newcomer and emergent bilingual students' identities, languaging, and humanity are invited, affirmed, and amplified. Features the voices of students who courageously explore their identities, experiment with their voices, and share their vision of what a radically inclusive community can be.

Additive Schooling in Subtractive Times

Opportunities and Challenges

Bilingual Education

A Five-Part Framework for Powerful Teaching and Learning (Grades K-6)

Imagining Multilingual Schools

Teaching Emergent Bilingual Students

A Five-Part Framework for Differentiated Instruction (Grades 2-5)

Lessons from the CUNY-NYSIEB Project

*The essays, research studies, and pedagogical examples in this book provide a window into the embodied dimensions of literacy and a toolbox for interpreting, building on, and inquiring into the range of ways people communicate and express themselves as literate beings. The contributors investigate and reflect on the complexities of embodied literacies, honoring literacy learners and teachers as they holistically engage with texts in complex sociopolitical, historical, and cultural contexts. Considering these issues within a multiplicity of education spaces and literacy events inside and outside of institutional contexts, the book offers a fresh lens and rhetoric with which to address literacy education policies, giving readers a discursive repertoire necessary to develop and defend responsive curricula within an increasingly high-stakes, standardized schooling climate.*

*The first handbook to explore the field of Teaching English to Speakers of Other Languages in elementary and secondary education (K-12) The number of students being educated in English has grown significantly in modern times – globalization, immigration, and evolving educational policies have prompted an increased need for English language learner (ELL) education. The Handbook of TESOL in K-12 combines contemporary research and current practices to provide a comprehensive overview of the origins, evolution, and future direction of Teaching English to Speakers of Other Languages at the elementary and secondary levels (K-12). Exploring the latest disciplinary and interdisciplinary issues in the field, this is a first-of-its-kind Handbook and contributions are offered from a team of internationally-renowned scholars. Comprehensive in scope, this essential Handbook covers topics ranging from bilingual language development and technology-enhanced language learning, to ESOL preparation methods for specialist and mainstream teachers and school administrators. Three sections organize the content to cover Key Issues in Teaching ESOL students in K-12, Pedagogical Issues and Practices in TESOL in K-12 Education, and School Personnel Preparation for TESOL in K-12.*

*Satisfies a need for inclusive and in-depth research on TESOL in K-12 classrooms Presents a timely and interesting selection of topics that are highly relevant to working teachers and support staff Applies state-of-the-art research to real-world TESOL classroom settings Offers a balanced assessment of diverse theoretical foundations, concepts, and findings The Handbook of TESOL in K-12 is an indispensable resource for undergraduate and graduate students, researchers and scholars, and educators in the field of Teaching English to Speakers of Other Languages in elementary and secondary education.*

*This open access book is designed as an international anthology on the broader subject of inclusion, education, social justice and translanguaging. Prefaced by Ofelia García, the volume unites conceptional and empirical contributions focusing on various actors within educational institutions, from early childhood to secondary education and teacher training, while offering insights into multiple European and North-American educational systems.*

*This book shows the transformative power of placing translanguaging at the center of teaching and learning. It shows how the centering of racialized Latinx bilingual students, including their knowledge systems and cultural and linguistic practices, transforms the monolingual-white supremacy ideology of many educational spaces.*

*The Translanguaging Classroom*

*Handbook of Language and Literacy, Second Edition*

*Leveraging Student Bilingualism for Learning*

*The Reading Turn-Around*

*How to Promote Social Justice in (Teacher) Education?*

*Inclusive Teaching in the Linguistically Diverse Classroom*

*The Lives of Multilingual Children in Public Education  
Foundations of Bilingual Education and Bilingualism*

**This volume presents evidence about how we understand communication in changing times, and proposes that such understandings may contribute to the development of pedagogy for teaching and learning. It expands current debates on multilingualism, asking which signs are in use and in action, and what are their social, political, and historical implications. The volume's starting-point is Bakhtin's 'heteroglossia', a key concept in understanding the tensions, conflicts, and multiple voices within, among, and between those signs. The chapters provide illuminating accounts of language practices as they bring into play, both in practice and in pedagogy, voices which index students' localities, social histories, circumstances, and identities. The book documents the performance of linguistic repertoires in an era of profound social change caused by the shifting nature of nation-states, increased movement of people across territories, and growing digital communication. "Our thinking on language and multilingualism is expanding rapidly. Up until recently we have tended to regard languages as bounded entities, and multilingualism has been understood as knowing more than one language. Working with the concept of heteroglossia, researchers are developing alternative perspectives that treat languages as sets of resources for expressing meaning that can be drawn on by speakers in communicatively productive ways in different contexts. These perspectives raise fundamental questions about the myriad of ways of knowing and using language(s). This collection brings together the contributions of many of the key researchers in the field. It will provide an authoritative reference point for contemporary interpretations of 'heteroglossia' and valuable accounts of how 'translanguaging' can be explored and exploited in the fields of education and cultural studies." Professor Constant Leung, King's College London, UK. "From rap and hip hop to taxi cabs, and from classrooms to interactive online learning environments, each of the chapters in this volume written by well-known and up-and-coming scholars provide fascinating accounts drawing on a wide diversity of rich descriptive data collected in heteroglossic contexts around the globe. Creese and Blackledge have brought together a compelling collection that builds upon and expands Bakhtin's construct of heteroglossia. These scholars help to move the field away from the view of languages as separate bounded system by providing detailed examples and expert analyses of the ways bilinguals and multilinguals draw upon their linguistic repertoires for effective and meaningful communication." Wayne E. Wright, University of Texas at San Antonio, USA.**

**This book explores the role of the teacher in dual language bilingual education (DLBE) implementation in a time of nationwide program expansion, in large part due to new and unprecedented top-down initiatives at state and district level. The book provides case studies of DLBE teachers who: (a) implemented the DLBE model with fidelity; (b) struggled to implement the DLBE model; and (c) adapted the DLBE model to meet the needs of their local classroom context. The book demonstrates the way teachers as language policymakers navigate and interpret district-wide DLBE implementation and the tensions that surface through this process. The research, conducted over four years using a variety of methods, highlights the challenges and opportunities faced by teachers implementing DLBE, and will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual education.**

**Espinosa and Ascenzi-Moreno demonstrate how our emergent bilingual students who speak two or more languages in their daily lives-- thrive when they are able to use "translanguaging" to tap the power of their entire linguistic and sociocultural repertoires. Additionally, the authors present rich and thoughtful literacy practices that propel emergent bilinguals into reading and writing success. The core of this approach is honoring and leveraging the language and cultural resources emergent bilinguals bring to school-- and rooting instruction in their strengths. Knowing more than one language is, indeed, a gift to the classroom! Includes a foreword by Ofelia Garcia.**

**An acclaimed reference that fills a significant gap in the literature, this volume examines the linkages between spoken and written language development, both typical and atypical. Leading authorities address the impact of specific language-related processes on K-12 literacy learning, with attention to cognitive, neurobiological, sociocultural, and instructional issues. Approaches to achieving optimal learning outcomes with diverse students are reviewed. The volume presents research-based practices for assessing student needs and providing effective instruction in all aspects of literacy: word recognition, reading comprehension, writing, and spelling. New to This Edition \*Chapters on digital literacy, disciplinary literacy, and integrative research designs. \*Chapters on bilingualism, response to intervention, and English language learners. \*Incorporates nearly a decade's worth of empirical and theoretical advances. \*Numerous prior edition chapters have been completely rewritten.**

**Heteroglossia as Practice and Pedagogy  
Language, Culture, and Education  
Educating Emergent Bilinguals**

**The Handbook of Bilingual and Multilingual Education  
Putting Theory and Research into Pedagogical Practice**

**Learning from Classroom Moments**

**Bilingual Community Education and Multilingualism**

**Assessing English Language Learners: Bridges to Educational Equity**

Recent educational reform initiatives such as the Common Core State Standards (CCSS) largely fail to address the needs--or tap into the unique resources--of students who are developing literacy skills in both English and a home language. This book discusses ways to meet the challenges that current standards pose for teaching emergent bilingual students in grades K-8. Leading experts describe effective, standards-aligned instructional approaches and programs expressly developed to promote bilingual learners' academic vocabulary, comprehension, speaking, writing, and content learning. Innovative policy recommendations and professional development approaches are also presented.

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.

Looking closely at what happens when translanguaging is actively taken up to teach emergent bilingual students across different contexts, this book focuses on how it is already happening in classrooms as well as how it can be implemented as a pedagogical orientation. It extends theoretical understandings of the concept and highlights its promises and challenges. Using a Transformative Action Research design, six empirically grounded ethnographic case studies describe how translanguaging is used in lesson designs and in the spontaneous moves made by teachers and students during specific teaching moments. The cases shed light on two questions: How, when, and why is translanguaging taken up or resisted by students and teachers? What does its use mean for them? Although grounded in a U.S. context, and specifically in classrooms in New York State, Translanguaging with Multilingual Students links findings and theories to different global contexts to offer important lessons for educators worldwide.

Tongue-Tied is an anthology that gives voice to millions of people who, on a daily basis, are denied the opportunity to speak in their own language. First-person accounts by Amy Tan, Sherman Alexie, bell hooks, Richard Rodriguez, Maxine Hong Kingston and many other authors open windows onto the lives of linguistic minority students and their experience in coping in school and beyond. Selections from these writers are presented along accessible, abridged scholarly articles that assess the impact of language policies on the experiences and life opportunities of minority-language students. Vivid and unforgettable, the readings in Tongue-Tied are ideal for teaching and learning about American education and for spurring informed debate about the many factors that affect students and their lives. Visit our website for sample chapters!

Welcoming Home Languages in Our Classrooms

A Guide for K-12 Bilingual Educators

Connecting Academic Language Proficiency to Student Achievement

Policy and Practice in Bilingual Education

Transformative Translanguaging Espacios

Teacher Cases and Perspectives on Large-Scale Implementation

Lessons for Centering the Voices and Experiences of Bilingual Latinx Students

Latinx Students and Their Teachers Rompiendo Fronteras Sin Miedo

This volume contains interdisciplinary essays on bilingual education in various countries of the world. Some contributions deal with policy and curricular issues with regard to minority and majority language, some consider the enrichment aspect of bilingual education. Others focus on language maintenance and revitalization, still others look at ways in which bilingual education could stabilize the functions of the societal languages. All contributions support bilingualism in society and consider how bilingual education could promote that goal. A special section is devoted to US policies and politics

Translanguaging for Emergent Bilinguals is a thorough examination of the development, evolution, and current realities of educating emergent bilinguals in U.S. classrooms. Through engaging vignettes, readers follow the experiences of emergent bilinguals in a variety of monolingual settings, tracing the challenges encountered by both the students and the schools that serve them. The authors argue that the future of emergent bilingual education lies in an inclusive translanguaging pedagogy. By embracing home languages and cultures, this approach nurtures the development of multiple literacies, enabling

individuals to thrive academically, socially, linguistically, and intellectually. The text begins by showing how the authors evolved from monolingual language educators to translanguaging educators and ends with concrete takeaways for successfully using this approach in different education settings. “ This book offers an uplifting alternative view of the lives and education of language-minoritized students. The authors present here a practice-based approach to translanguaging for all types of teachers of emergent bilinguals. ” —From the Foreword by Ofelia García, The Graduate Center, City University of New York “ A fascinating volume offering practical as well as theoretical insights into translanguaging pedagogy. ” —Li Wei, UCL Institute of Education, University College London “ Contributes significantly to our understanding of the nature of translanguaging and its potential to transform the education of emergent bilingual students. ” —James Cummins, University of Toronto "Shows teachers how to strategically navigate the dynamic flow of bilingual students' language practices to (1) enable students to engage with and comprehend complex content and texts, (2) develop students' linguistic practices for academic contexts, (3) draw on students' bilingualism and bilingual ways of understanding, and (2) support students' socioemotional development and advance social justice"--provided by the publisher.

This practical resource will help K – 6 practitioners grow their literacy practices while also meeting the needs of emergent bilingual learners. Building on the success of *The Reading Turn-Around*, this book adapts the five-part framework for reading instruction to the specific needs of emergent bilinguals. Designed for teachers who have not specialized in bilingual instruction, the authors provide an accessible introduction to differentiating instruction that focuses on utilizing students’ strengths, identities, and cultural backgrounds to foster effective literacy instruction. Chapters include classroom vignettes, teacher exercises, illustrations of powerful reading plans for the student and teacher, resources for culturally and linguistically diverse children’s literature, and tools to engage with students’ families and communities. “ Emergent bilinguals are the fastest growing population in our schools, and this important resource equips literacy educators with tools for providing equitable literacy experiences for emergent bilingual students. The authors have done an exceptional job of presenting their turn-around framework in a way that not only puts forth a vision for effective language and literacy development, but also presents a practical approach for applying the framework in today’s multilingual, multicultural classrooms. ” —Jana Echevarria, professor emerita, California State University, Long Beach

*Bilingual Education in the 21st Century*

*Beyond Heritage Languages in a Global City*

*Exploring Language and Identity*

*The Handbook of TESOL in K-12*

*A Global Perspective*

*Translanguaging and Transformative Teaching for Emergent Bilingual Students*

*The Reading Turn-Around with Emergent Bilinguals*

*Rooted in Strength*

*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*

*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.*

*Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena, presents program types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies and assessments. This thought-provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers. Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies, with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world, and presents cases of how this is being carried out*

*The chapters in this volume seek to bring hybrid language practices to the center of discussions about English as a global language. They demonstrate how local linguistic resources and practices are involved in the refashioning of identities in a variety of cross-cultural and geographical contexts, and illustrate hybridity as an enactment of resistance and creativity. Drawing on a variety of disciplines and ideological perspectives, the authors use contexts as diverse as social media, Bollywood films, workplaces and kindergartens to explore the ways in which English has become a part of localities and social relations in ways that are of significant sociolinguistic interest in understanding the dynamics of mobile cultures and transcultural flows.*

*Development and Disorders*

*Standardized Testing as Language Policy*  
*Literacies, Learning, and the Body*  
*Bilingual Children in the Crossfire*  
*Tongue-tied*  
*A Reader Extending the Foundations*  
*Inclusion, Education and Translanguaging*  
*Teaching in Two Languages*

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.

This book demonstrates a five-part framework for teachers, reading specialists, and literacy coaches who want to help their least engaged students become powerful readers. Merging theory and practice, the guide offers successful strategies to reach your “struggling” learners. The authors show how teachers can “turn-around” their instructional practice, beginning with reading materials, lessons, and activities matching their students’ interests. Chapters include self-check exercises that will help teachers analyze their reading instruction, as well as specific advice for working with English Language Learners. Book Features: Effective methods for differentiating reading instruction in Grades 2-5. Real-life classroom vignettes and examples of student work. Helpful teacher self-evaluation exercises. Strategies to use with English Language Learners. And much more! “This is a masterwork that is simultaneously practical and groundbreaking. . . . The model these authors use to familiarize teachers with the essential elements of reading practice is clear and beautifully illustrated with stories of children you’ll swear you know.” —From the Foreword by Ellin Oliver Keene, national staff developer “This deeply intelligent and compassionate book provides teachers with detailed classroom scenarios and dozens of teaching tools for engaging all readers. The authors demonstrate how to help all students become motivated and powerful meaning-makers of a wide variety of texts.” —Katherine Bomer, Literacy Consultant, K-12

"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"--

This book provides a comprehensive and interdisciplinary examination of dual language education for Latina/o English language learners (ELLs) in the United States, with a particular focus on the state of Texas and the U.S.-Mexico border. The book is broken into three parts. Part I examines how Latina/o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities. Part II examines bilingualism, biliteracy, and dual language education as an effective model for addressing the inequities identified in Part I. Part III examines research on dual language education in a large urban school district, a high-performing elementary school that serves a high proportion of ELLs along the Texas-Mexico border, and best practices for principals and teachers. This volume explores the potential and realities of dual language education from a historical and social justice lens. Most importantly, the book shows how successful programs and schools need to address and align many related aspects in order to best serve emergent bilingual Latino/as: from preparing teachers and administrators, to understanding assessment and the impacts of financial inequities on bilingual learners. Peter Sayer, The Ohio State University, USA

*English Learners Left Behind*  
*Language, Power and Pedagogy*  
*Policies, Programs, and Practices for English Learners, Second Edition*  
*Challenges for Language Education and Policy*  
*Using Translanguaging to Grow Multilingual Readers and Writers*  
*Making Space for People*

## Braving Up

### Translanguaging for Emergent Bilinguals

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: 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: learners with language impairments, and bilingual education outside of the classroom.

Documents the unusually successful efforts of one New York City high school to educate Dominican immigrant youth, at a time when Latino immigrants constitute a growing and vulnerable population in secondary schools.

Now available in a revised and expanded edition, this accessible guide introduces readers to the issues and controversies surrounding the education of language minority students in the United States. This book, a perennial favourite, are the succinct descriptions of alternative practices for transforming our schools and students' futures, such as building on students' home languages and literacies, incorporating curricular and pedagogical innovations, using proven-effective approaches to parent engagement, and employing alternative assessment tools. The authors have updated their bestselling work to reflect shifts in policies, programs, and practices due to globalization and the changing economy, demographic trends and new research on EL pedagogy. A totally new chapter highlights multimedia and multimedia instructional possibilities for engaging EL students. This Second Edition is essential reading for all teachers of language-minority students, as well as principals, superintendents, and policymakers.

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 award-winning 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 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. In the face of 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 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.

The Global-Local Interface and Hybridity

Negotiating Language Education Policies

Bilingual Education and Dominican Immigrant Youth in the Heights

Language, Bilingualism and Education

Flexible Approaches in an Era of New Standards

Translanguaging

Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students

The Multilingual Turn in Languages Education

Build the bridges for English language learners to reach success! This thoroughly updated edition of Gottlieb's classic delivers a complete set of tools, techniques, and ideas for planning and implementing instructional assessment of ELLs. The book includes: A focus on academic language use in every discipline, from mathematics to social studies, within and across language domains. Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement. A reconceptualization of assessment "as," "for," and "of" learning. Reflection questions to stimulate discussion around how students, teachers, and administrators can all have a voice in decision making.

Grounded in the latest research, this book provides classroom-ready strategies for balancing instruction in two languages and meeting the unique challenges of educating English language learners.

Starting from the key idea that learners and teachers bring diverse linguistic knowledge and resources to education, this book establishes and explores the concept of the 'multilingual turn' in languages education and the potential benefits for individuals and societies. It takes account of recent research, policy and practice in the fields of bilingual and multilingual education as well as foreign and second language education.

The chapters integrate theory and practice, bringing together researchers and practitioners from five continents to illustrate the effects of the multilingual turn in society and evaluate the opportunities and challenges of implementing multilingual curricula and activities in a variety of classrooms. Based on the examples featured, the editors invite students, teachers, teacher educators and researchers to reflect on their own work and to evaluate the relevance and applicability of the multilingual turn in their own contexts.

This text brings together visions and realities of multilingual schools throughout the world in order to examine the pedagogical, socioeducational, and sociopolitical issues that impact on their development and success.

Challenges of Diversity in the United States

Languages, Policies, Pedagogies

Translanguaging with Multilingual Students

Managing Diversity in Education

Dual Language Bilingual Education

Educators as Policymakers

En Comunidad

Rethinking Bilingual Education

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 understanding of language education.

understandings of language, bilingualism and education, with potential to transform not only semiotic systems and speaker subjectivities, but also social structures. Bridging the divide between policy and practice, this book explores how educators interpret, negotiate, resist, and (re)create language policies in schools, focusing on the role in this complex and dynamic process.

Diversity - social, cultural, linguistic and ethnic - poses a challenge to all educational systems. Some authorities, schools and teachers look upon it as a problem, an obstacle to the achievement of national educational goals, while for others it offers new opportunities. Successive PISA reports have laid bare the relative lack of success in addressing the needs of diverse school populations and helping children develop the competences they need to succeed in society. The book is divided into three parts that deal in turn with policy and its implications, pedagogical practice, and responses to the challenge of diversity that go beyond the language of schooling. This volume features the latest research from eight different countries, and will appeal to anyone involved in the educational integration of immigrant children and adolescents.

This book explores bilingual community education, specifically the educational spaces shaped and organized by American ethnolinguistic communities for their children in the multilingual city of New York. Employing a rich variety of case studies which highlight the importance of the ethnolinguistic community in bilingual education, this collection examines the various structures that these communities use to educate their children as bilingual Americans. In doing so, it highlights the efforts and activism of these communities and what bilingual community education really means in today's globalized world. The volume offers new understandings of heritage language education, bilingual education, and speech communities for bilingual Americans in the 21st century.

Dual Language Education: Teaching and Leading in Two Languages