

# Contents

List of Figures	ix
List of Tables	x
Preface and Acknowledgments (and a Caveat)	xii
Part I Bilingual Education for All	1
1 Introducing Bilingual Education	3
Scenarios	3
Introduction	5
What Is Bilingual Education?	5
Beneficiaries and Reasons	11
Geopolitics and Language Orientations	13
Summary	16
Conclusion	17
Part II Bilingualism and Education	19
2 Linguaging and Education	21
Introduction	22
Language Constructions	23
Linguaging	31
Conclusion	40
3 Bilingualism and Translanguaging	42
Introduction	43
Bilingualism and Translanguaging	44
Models of Bilingualism	51
Questioning Assumptions	56

Bilingual Abilities	61
Bilingual Development	63
Neurolinguistic and Psycholinguistic Considerations	67
Conclusion	71
4 The Sociopolitics of Bilingualism	73
Introduction	73
Transglossia	75
Language Maintenance, Shift, and Revitalization	80
Language Ideologies	82
Language Policy as Right and Resource	84
Conclusion	91
5 Benefits of Bilingualism	93
Introduction	94
Cognitive Advantages	94
Social Advantages	97
Intervening Factors	101
Conclusion	107
Part III Bilingual Education Policy	109
6 Bilingual Education: Frameworks and Types	111
Introduction: The Social Context	112
Bilingual Education Models?	113
Bilingual Education Theoretical Frameworks	115
Bilingual Education Types	123
Conclusion	135
7 Bilingual Education: Factors and Variables	137
<i>by Hugo Baetens Beardsmore</i>	
Introduction	137
Situational Factor	138
Operational Factor	146
Outcome Factor	152
Integrating Situational, Operational, and Outcome Factors	156
Conclusion	157
8 U.S. Language Policy in Education	159
Introduction	159
The Past	160
The Present	174
Conclusion	193
9 Language Promotion by European Supra-national Institutions	197
<i>by Hugo Baetens Beardsmore</i>	
Introduction	197
The Council of Europe	198

The European Commission	204
Bilingual Education: CLIL/EMILE	208
Conclusion	216
10 Monoglossic Bilingual Education Policy	218
Introduction	219
Policies for Transition: Transitional Bilingual Education	221
Policies for Maintenance and Enrichment: Maintenance	
Bilingual Education	231
Policies for Enrichment of Social Elite: Prestigious	
Bilingual Education	236
Policy for Enrichment of Language Majorities: Immersion	
Bilingual Education	237
Conclusion	240
11 Heteroglossic Bilingual Education Policy	244
<i>by Ofelia García and Hugo Baetens Beardsmore, with</i>	
<i>contributions by Debra Cole and Zeena Zakharia</i>	
Introduction	245
Policies for Language Revitalization: Immersion Revitalization	
Bilingual Education	247
Policies for Development of Minority Languages: Developmental	
Bilingual Education	251
Policy for Plurilingualism across Groups: Poly-Directional or	
Two-Way Bilingual Education (Dual Language)	257
Policies for Plurilingualism within Groups: CLIL and CLIL-Type	
Bilingual Education	264
Policies for Multiple Languages: Multiple Multilingual	
Education	266
Conclusion	280
Part IV Bilingual Education Practices	287
12 Bilingualism in the Curriculum	289
Introduction	289
Bilingual Allocation	290
Bilingual Arrangements	291
Bilingual Practices: Translanguaging	304
Models of Bilingual Teaching	308
Conclusion	309
13 Bilingual Education Pedagogy and Practices	312
Introduction	312
Bilingual Education Approaches and Methods	313
Principles and Practices of Bilingual Education Pedagogy	318
Strategies: Scaffolding	329
Conclusion	335

14	Biliteracy Practices and Pedagogy	337
	Introduction	337
	A Sociocultural Approach	338
	The Continua of Biliteracy	340
	Models of Biliteracy Use	342
	Biliteracy Sequencing	344
	Written Language and Texts	346
	Instructional Approaches	351
	The Biliteracy Workshop	354
	Conclusion	364
15	Assessment of Bilinguals	366
	<i>by Ofelia García and Hugo Baetens Beardsmore</i>	
	Introduction	366
	The Power of Assessment	367
	Assessing Bilinguals	369
	Democratic Assessment for Bilinguals	378
	Conclusion	378
	Part V Bilingual Education for the Twenty-first Century	381
	Conclusion	383
	Appendix: Myths and Realities	390
	<i>by Cristina Muir, Yesenia Morales, Lori Falchi, and Ofelia García</i>	
	Notes	395
	Bibliography	410
	Author Index	459
	Subject Index	466

# List of Figures

Figure 3.1	Subtractive Bilingualism	51
Figure 3.2	Additive Bilingualism	52
Figure 3.3	Recursive Bilingualism	53
Figure 3.4	Dynamic Bilingualism	53
Figure 3.5	Separate Underlying Proficiency/Common Underlying Proficiency	69
Figure 5.1	Relationship between Language and Culture	101
Figure 6.1	Subtractive Bilingual Education Theoretical Framework	116
Figure 6.2	Additive Bilingual Education Theoretical Framework	116
Figure 6.3	Recursive Bilingual Education Theoretical Framework	118
Figure 6.4	Dynamic Bilingual Education Theoretical Framework	119
Figure 6.5	Type of Bilingualism and Type of Bilingual Education Program	131
Figure 8.1	Timeline of Bilingual Education Policy in the United States	193
Figure 13.1	Cognitive Demands and Contextual Support in Bilingual Pedagogy	330
Figure 14.1	Continua of Biliteracy	341
Figure 14.2	Convergent Monoliterate Model	342
Figure 14.3	Convergent Biliterate Model	342
Figure 14.4	Separation Biliterate Model	343
Figure 14.5	Flexible Multiple Model	343
Figure 14.6	Literacy Education in Transitional Bilingual Education Programs	345
Figure 14.7	Transaction with Written Texts	353
Figure 14.8	Emphasis of Reading Activities with Emergent vs. Fluent Bilinguals	360

# List of Tables

Table 1.1	Differences between Bilingual Education and Language Education	7
Table 1.2	Sociohistorical and Sociolinguistic Orientations and Bilingualism	17
Table 2.1	Internet World Users by Language	28
Table 2.2	Second-Language Users	30
Table 3.1	Models of Bilingualism	55
Table 3.2	Language Abilities	61
Table 3.3	Type of Bilingual Ability and Language Ability	61
Table 4.1	Independence vs. Interdependence in Language Planning	87
Table 6.1	Bilingual Education Models According to Hornberger (1991)	113
Table 6.2	Contextual and Structural Characteristics According to Hornberger (1991)	114
Table 6.3	Theoretical Frameworks of Bilingual Education	120
Table 6.4	Theoretical Framework and Bilingual Education Types	123
Table 6.5	Children and Bilingual Education Types	132
Table 6.6	Initial Language Emphasis and Bilingual Education Types	132
Table 6.7	Types of Bilingual Education and Characteristics	134
Table 7.1	Macro-Factors and Interdependent Variables for BE Policies	138
Table 8.1	States that Have Adopted English Only Laws	174
Table 8.2	Language Spoken at Home by 5–17-year-olds	175
Table 8.3	Languages Spoken at Home by 5–17-year-old Schoolchildren in States with High Concentration of LOTE Speakers	176
Table 8.4	Number of Bilinguals and Emergent Bilinguals among Schoolchildren of Different Language Groups	178
Table 8.5	School Districts in Cities and Number and Proportion of Emergent Bilinguals Ranked by Number	179
Table 8.6	Increase of Immigrant Population per State, 1990–2000	180

Table 8.7	Region of Birth of Foreign-born Population in the U.S., 1910–2000	180
Table 8.8	Languages Spoken by U.S. Emergent Bilinguals	181
Table 8.9	Language Education Programs in the U.S. Today	186
Table 8.10	English Total Reading for Emergent Bilinguals in Different Kinds of Programs	188
Table 8.11	Spanish Total Reading for Students in Different Kinds of Programs	189
Table 8.12	Top Twelve Languages Studied in Colleges and Universities in the U.S	192
Table 9.1	Illustrations of Good Practice	208
Table 10.1	Language Policies and Bilingual Education Types: Monoglossic Beliefs	221
Table 10.2	Types of Monoglossic Bilingual Education and Characteristics	241
Table 11.1	Planning Language and Bilingual Education Types: Heteroglossic Beliefs	246
Table 11.2	Primary School Program: Number of Hours Devoted to Language as Subject	267
Table 11.3	Lower Secondary School Program: Language as Subject Lessons per Grade	268
Table 11.4	Curriculum Framework 2007–2012 Orissa	271
Table 11.5	Types of Heteroglossic Bilingual Education and Characteristics	282
Table 12.1	Bilingual Arrangements, Strategies and Models of Teaching	310
Table 13.1	Instructional Approaches and Methods in Bilingual Education	317
Table 13.2	Bilingual Education Pedagogy Principles	318
Table 13.3	Language Objectives for the Bilingual Classroom	324
Table 13.4	Principles and Dimensions of Bilingual Pedagogy	328
Table 13.5	Scaffolding Structural Components	331
Table 14.1	Biliteracy Models, Goals and Bilingual Education Frameworks	344
Table 14.2	Types of Scripts and Languages	347
Table 14.3	Strategies for Mini-Lessons during Shared Reading	356
Table 16.1	Integrative Table: Bilingual Education	388