

Bilingual Education Policy and Practice in the Andes: Ideological Paradox and Intercultural Possibility

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Recent developments in language policy and education reform in Peru, Ecuador, and Bolivia, paralleling similar developments in the United States and elsewhere, have opened up new possibilities for indigenous languages and their speakers through bilingual intercultural education. Examining the use and meanings of the term interculturality in policy documents and short practitioner narratives, this article explores the ideological paradox inherent in transforming a standardizing education into a diversifying one and in constructing a national identity that is also multilingual and multicultural. It concludes with implications for educational practice in linguistically and culturally diverse classrooms.

In educational policy in the United States and elsewhere, ideological tensions between assimilationist and pluralist discourses about linguistic and cultural diversity are long-standing and persistent. California's Proposition 227 of 1998 represents the assimilationist extreme, while the U.S. Native American Languages Act of 1990 and 1992 represents pluralism at its best. Both discourses have been evident in the Bilingual Education Act (BEA) from its beginnings in 1968 to the present. This is perhaps because the BEA and similar policies in other countries that favor the rights of children from cultural minorities "are . . . phenomena which do not mesh easily with traditional nineteenth century monolingual and monocultural education" (Corson 1991:7). Such policies embody a paradox wherein a traditionally standardizing education is increasingly called on to make room for and promote diversity, a paradox stemming from ideological tensions between assimilationism and pluralism.

This ideological paradox is reflected in educational practice as well, both in the United States and elsewhere, enacted in programmatic, curricular, and interactional choices educators make. Freeman describes how educators at the Oyster Bilingual School in Washington, D.C., organized themselves and the school to offer "an alternative to mainstream U.S. educational discourse with respect to language use, participation rights, and intergroup relations" (1998:27), an alternative in which bilingualism is defined as a resource to be developed rather than as a problem to be overcome (see also Ruiz 1984). In a study of French-language minority education in Ontario, Canada, Heller shows how

Policy And Practice In Bilingual Education

Ofelia García, Colin Baker



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Policy and Practice in Bilingual Education Ofelia García, Colin Baker, 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

International Perspectives on Bilingual Education John E. Petrovic, 2010-06-01 This book is a defense of linguistic pluralism and language policies and practices in education that sustain that ideal Educational meanings and models are influenced by different populations and different social and historical contexts International comparisons can shed interesting light on the issues Therefore the purpose of the book is to provide scholars an international comparative understanding of language policy its relation to educational practice and current debates within the field The book is divided into three sections dealing with the general topical areas of policy practice and controversy This book will be of interest to policy makers scholars and graduate students in the areas of bilingual education language policy and sociolinguistics

The Handbook of Bilingual and Multilingual Education Wayne E. Wright, Sovicheth Boun, Ofelia García, 2015-04-09 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

Policy and Practice in Bilingual Education Ofelia García, Colin Baker, 1995 This reader contains a selection of influential recent articles on policy and practices in bilingual education around the world with an emphasis on the USA After each article there is a set of student questions and activities designed to make the reading relevant and widen understanding

Restrictive Language Policy in Practice Amy J. Heineke, 2016-11-01 As the most restrictive language policy context in the United States Arizona s monolingual and prescriptive approach to teaching English learners continues to capture international attention More than five school years after initial implementation this study uses qualitative data from the individuals doing the policy work to provide a holistic picture of the complexities and intricacies of Arizona s language policy in practice Drawing on the varied perspectives of teachers leaders administrators teacher educators lawmakers and community activists the book examines the lived experiences of those involved in Arizona s

language policy on a daily basis highlighting the importance of local perspectives and experiences as well as the need to prepare and professionalize teachers of English learners

Bilingualism and Learning Disabilities Ann Cecelia Willig, Hinda Feige Greenberg, 1986 Presents 12 essays by distinguished educators for appropriate intervention and for district policy making Assists in decision making in assigning support for bilingual and or learning disabilities

Educating Emergent Bilinguals Ofelia García, 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

Effective Educational Programs, Practices, and Policies for English Learners Liliana Minaya-Rowe, 2014-10-01 The central issue of this volume is how to meet the linguistic and academic needs of the increasing numbers of English learners ELs At the center of educational turns is the role of school professionals in this Common Core Standards era Teacher education programs and professional development or pre service and in service programs for teachers of ELs are currently being reframed to reflect the new demands placed on all teachers in light of the new standards The expectation is that ELs can learn and their teachers possess the expertise to teach both discipline content and academic English at the same time The large numbers of ELs across the country have created a wide gap between what teachers have been trained to do and the skills they need to teach and reach them effectively This practical handbook brings together research policy and practice on teacher effectiveness pre service and in service programs in the context of student linguistic and cultural diversity Key features include Clearly articulated teacher training and professional development programs Coverage of Common Core curriculum and a variety of instructional programs and practices with research based tools to implement them and Policies to equitably and effectively prepare ELs academically and linguistically

Continua of Biliteracy Nancy H. Hornberger, 2003-05-23 Biliteracy the use of two or more languages in and around writing is an inescapable feature of lives and schools worldwide yet one which most educational policy and practice continue blithely to ignore The continua of biliteracy featured in the present volume offers a comprehensive yet flexible model to guide educators researchers and policy makers in designing carrying out and evaluating educational programs for the development of bilingual and multilingual learners each program adapted to its own specific context media and contents

Educating Emergent Bilinguals Ofelia García, Jo Anne Kleifgen, 2010 This comprehensive and insightful book shows how present educational policies and practices to educate language minority students in the United States ignore an essential characteristic their emergent bilingualism Expanding on a popular report supported by the Campaign for Educational Equity Teachers College this accessible guide compiles the most up to date research findings to demonstrate how ignoring childrens bilingualism perpetuates inequities in

their schooling What makes this book truly useful is that it offers a thorough description of alternative practices that would transform our schools and students futures such as building on students home languages and literacy practices in schools curricular and pedagogical innovations new approaches to parent and community engagement and adoptive assessment tools

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 - Chapter 5: Conclusion
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 6. In chapter 5, this book will draw a conclusion about Policy And Practice In Bilingual Education. The final chapter will summarize the key points that have been discussed throughout the book.
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