

Becoming Biliterate
*A Study of Two-Way Bilingual
Immersion Education*

-Bertha Pérez

Becoming Biliterate A Study Of Two Way Bilingual Immersion Education

Viv Edwards



Becoming Biliterate A Study Of Two Way Bilingual Immersion Education:

Becoming Biliterate Bertha Perez, 2003-10-03 This book describes the development process and dynamics of change in the course of implementing a two way bilingual immersion education program in two school communities The focus is on the language and literacy learning of elementary school students and on how it is influenced by parents teachers and policymakers Perez provides rich highly detailed descriptions both quantitative and qualitative of the change process at the two schools involved including student language and achievement data for five years of program implementation that were used to test the basic two way bilingual theory the specific school interventions and the particular classroom instructional practices The contribution of *Becoming Biliterate A Study of Two Way Bilingual Immersion Education* is to provide a comprehensive description of contextual and instructional factors that might help or hinder the attainment of successful literacy and student outcomes in both languages The study has broad theoretical policy and practical instructional relevance for the many other U S school districts with large student populations of non native speakers of English This volume is highly relevant for researchers teacher educators and graduate students in bilingual and ESL education language policy linguistics and language education and as a text for master s and doctoral level classes in these areas *Becoming Biliterate* Bertha

Perez, 2003 **Sociocultural Contexts of Language and Literacy** Teresa L. McCarty, Lucille J. Watahomigie, Bertha Perez, To thi Dien, Maria E. Torres-Guzman, 2004-05-20 Nine American academics educational consultants and bilingual bicultural program development specialists contribute 12 chapters in a research and theory based text about learning and teaching in linguistically and culturally diverse classrooms The second edition features updated research on multilingual and second language literacy and the int **Language Use in the Two-way Classroom** Renée DePalma, 2010 Based on an extended ethnographic study of a dual language Spanish English kindergarten this book takes a critical look at children s linguistic and non linguistic interactions and the ways that teaching design can help or hinder language development With a focus on official Spanish time it explores the particular challenges of supporting the minority language use as well as the teacher s strategies for doing so In bilingual classrooms teachers goals include bilingualism as well as academic achievement for all The children may share these interests but have their own agendas as well This book explores the linguistic and social interactions that may help or hinder these multiple and sometimes conflicting agendas How can teachers design educational practice that takes into consideration broader forces of language hegemony as well as children s immediate interests The numerous rich examples of the effectiveness of different strategies and practices within a variety of instructional contexts make this book essential reading for educators parents students and researchers interested in second language education DePalma s findings will have important implications for program design interventions curriculum and instructional practices in second language learning programs Kathryn Lindholm Leary San Jose State University USA *Bilingual Education* María Estela Brisk, 2006-04-21 This textbook for bilingual educators presents research based guidelines and examples for

implementing quality bilingual education *Chinese Literacy Learning in an Immersion Program* Chan Lü, 2019-01-16 This book examines one way foreign language immersion education in the United States It provides a clear and rich description of a Chinese Mandarin immersion program its curriculum instructional materials assessment activities parental involvement and student outcomes The author analyses two studies that document the development of the students reading skills in English and Chinese and the progress of their vocabulary knowledge lexical inference and reading comprehension in Chinese In addition this book contextualizes the program in its eco system including its neighbourhood school and the school district and discusses the importance of school leadership parental involvement neighbourhood support and language acquisition planning in making an innovative school program successful Its concluding chapters offer recommendations for program and classroom level practices and suggest pathways for future research on biliteracy learning in Chinese one way immersion programs This book will appeal in particular to students and scholars of applied linguistics second language acquisition and language education *Handbook of Research on Teaching the English Language Arts* Diane Lapp, Douglas Fisher, 2011-01-18 Now in its third edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Reading Association and the National Council of Teachers of English offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field Prominent scholars researchers and professional leaders provide historical and theoretical perspectives about teaching the language arts focus on bodies of research that influence decision making within the teaching of the language arts explore the environments for language arts teaching reflect on methods and materials for instruction Reflecting important recent developments in the field the Third Edition is restructured updated and includes many new contributors More emphasis is given in this edition to the learner multiple texts learning and sharing one s knowledge A Companion Website new for this edition provides PowerPoint slides highlighting the main points of each chapter *Bilingual Education in the 21st Century* Ofelia García, 2011-09-09 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 *Teachers' Roles in Second Language Learning* Bogum Yoon, Hoe Kyeung Kim, 2012-09-01 This book is designed to provide practical

applications of sociocultural theory with regard to teachers roles in second language education By providing specific examples of teachers roles in the classroom the book aims to help researchers teacher educators and classroom teachers make clear connections between practice and theory in second language learning All the studies in this edited book are conducted in the PreK 16 classroom setting Each chapter presents rigorous research analysis within the framework of sociocultural theory and provides rich descriptions of teachers roles The book is intended to be used in teacher education courses The primary audience of the book is in service teachers who work with second language learners SLLs in their classrooms including ESL Bilingual classrooms or regular classrooms Since many SLLs receive instructions both in the ESL Bilingual classrooms and in the regular classrooms it is important to discuss teachers roles in both settings The secondary audience of the book is teacher educators and researchers who work with pre service and in service teachers in teacher education This book will be an excellent resource for book study groups and practitioners working with professional learning communities

Teacher Preparation for Bilingual Student Populations Belinda Bustos Flores, Rosa Hernández Sheets, Ellen Riojas Clark, 2011-01-04 The growing number of bilingual students in public schools coupled with a critical shortage of teachers specially prepared to serve this population calls for a critical examination of policies and practices in bilingual and ESL teacher preparation This volume focuses on understanding the structural substantive and contextual elements of preparation programs and provides transformative guidelines for creating Educator signature programs Designed to improve the practice of teacher preparation by promoting dialogic conversations and applications of praxis in the preparation of bilingual ESL teacher candidates it emphasizes that exemplary teacher preparation requires transformative teacher educators Simultaneously organizing the scholarship in the field and advancing new understandings this book is must have resource for current and future teacher educators Contributors include Maria Brisk Sylvia Cel don Pattichis Lourdes Diaz Soto Eugene Garc a Virginia Gonz les Guillermo Solano Flores Maria Torres Guzman Carmen Mercado Bertha P rez Mari Riojas Cortez Francisco Rios Concepci n Valadez and Angela Valenzuela

Lessons from a Dual Language Bilingual School Tatyana Kleyn, Victoria Hunt, Alcira Jaar, Rebeca Madrigal, Consuelo Villegas, 2024-08-13 This edited book showcases the lessons successes and challenges of starting and growing a fully bilingual school Reflecting on the first 10 years of Dos Puentes Elementary School in New York City it explores the evolution of the school through its four founding pillars 1 bilingismo biliteracidad y multiculturalismo 2 las familias son partners leaders and advocates 3 investigaciones and hands on learning and 4 partnerships with universities organizations y la comunidad The chapter authors include families teachers school administrators and university partners centering the voices of those directly involved in the school community and highlighting key moments in the life of the school At the end of each chapter researcher commentary contextualizes these experiences within the wider literature and discusses implications and next steps for the field of bilingual education This book will be of interest to pre and in service teachers and school administrators particularly those looking to develop

bilingual programs in their own context Learning to be Literate Viv Edwards, 2009-02-17 This textbook brings together research on literacy and multilingualism from a variety of settings the learning of English in migrant destinations immersion and bilingual education and the maintenance of heritage languages Designed to be accessible to students from a wide range of disciplines the book explores multilingualism as a global phenomenon at both the individual and societal level and literacy learning in a wide variety of contexts It uses both these discussions to explore the theoretical and policy issues which are behind current educational practice and points to possible ways forward Students are introduced to examples of innovative and best practice from a range of international contexts and discussion points and suggested activities encourage them to build on their own experiences as language learners This is an ideal introductory text for students on courses where a critical understanding of language in education is necessary as well as being a useful summary of the field and its future directions for researchers practitioners and policy makers **An Exploration of Educational Trends (V2)** Pamela R.

Cook, 2018-01-23 This volume represents a textbook of articles and essays exclusively written to encourage and assist educational professionals in the field of cultural awareness and diversity studies educational disciplines and international studies As such the book can be used as a main textbook in university coursework or as a supplemental reading tool It has been specifically designed for educators teachers professors principals school administrators students and university personnel from diverse disciplines *Teaching Science with Hispanic ELLs in K-16 Classrooms* Dennis W. Sunal, Cynthia S.

Sunal, Emmett L. Wright, 2010-04-01 The goal of this fourth volume of RISE was to provide a research foundation that demonstrates an agenda to strengthen the preparation and enhancement of teachers of science for regions and states experiencing extensive initial growth of Hispanic ELLs in schools The goal was carried out through a series of events that led to the planning and subsequent dissemination of research being conducted by various stakeholders throughout the United States Researchers were first invited from regions of the country that have had a long history of with Hispanic ELLs in classrooms as well as those regions where initial and now extensive growth has occurred only in the past few years A national conference Science Teacher Education for Hispanic English Language Learners in the Southeast SHELLS funded through the National Science Foundation was used as one of the dissemination methods to establish and secure commitments from researchers to a conduct and report research to strengthen teacher preparation for science The national call for manuscripts requested the inclusion of major priorities and critical research areas methodological concerns and concerns and results of implementation of teacher preparation and development programs **Adolescent Literacies in a**

Multicultural Context Alister H. Cumming, 2012 What factors challenges and contexts contribute to and constrain literacy achievement among at risk adolescent learners with culturally diverse backgrounds This book documents findings from a unique project investigating the individual home community and educational variables that make a difference **Chicano**

School Failure and Success Richard R. Valencia, 2011-02-01 The third edition of the best selling collection Chicano School

Failure and Success presents a complete and comprehensive review of the multiple and complex issues affecting Chicano students today. Richly informative and accessibly written, this edition includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of the Chicano school experience. It features four entirely new chapters on important topics such as la Chicana two way dual language education, higher education, and gifted Chicano students. Contributors to this edition include experts in fields ranging from higher education, bilingual education, special education, gifted education, educational psychology, and anthropology. In order to capture the broad nature of Chicano school failure and success, contributors provide an in depth look at topics as diverse as Chicano student dropout rates, the relationship between Chicano families and schools, and the impact of standards based school reform and deficit thinking on Chicano student achievement. Committed to understanding the plight and improvement of schooling for Chicanos, this timely new edition addresses all the latest issues in Chicano education and will be a valued resource for students, educators, researchers, policy makers, and community activists alike.

Early Biliteracy Development Eurydice B. Bauer, Mileidis Gort, 2012-05-22 A large and growing number of students from culturally and linguistically diverse backgrounds in the US and around the world have the potential to develop bilingualism and biliteracy if supported in their immediate environment. At the forefront in focusing exclusively on biliteracy development in early childhood across a variety of languages, this book provides both findings from empirical research with young bilinguals in home and school contexts and practical applications of these findings. Each chapter is structured in a similar format to offer parallel descriptions of the research, including a brief review of related empirical studies, an overview of the methods for data collection and analysis, a description of the main findings, and specific pedagogical implications to support educators' efforts to construct meaningful, challenging, and dynamic literacy and language learning communities where one or more languages are used for communicating and learning. Pushing the field forward, this book is a valuable resource for helping literacy educators understand and respond to critical issues related to the development of young children's literate competencies in two languages in home and school contexts.

Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index Eugene F. Provenzo, John P. Renaud, Asterie Baker Provenzo, 2009 The Encyclopedia provides an introduction to the social and cultural foundations of education. The first two volumes consist of A-Z entries featuring essays representing the major disciplines, including philosophy, history, and sociology, and a third volume is made up of documentary, photographic, and visual resources.

Hegemonies of Language and Their Discontents Carlos G. Vélez-Ibáñez, 2017-12-12 The book provides a unique and broad look at the history, power, duality, and promise of Spanish and English in the U.S.-Mexico borderlands. Provided by publisher.

The Integration of Immigrants into American Society National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Committee on Population, Panel on the Integration of Immigrants into American Society, 2016-04-17 The United States prides itself on being a nation of immigrants.

and the country has a long history of successfully absorbing people from across the globe. The integration of immigrants and their children contributes to our economic vitality and our vibrant and ever changing culture. We have offered opportunities to immigrants and their children to better themselves and to be fully incorporated into our society and in exchange immigrants have become Americans embracing an American identity and citizenship protecting our country through service in our military fostering technological innovation harvesting its crops and enriching everything from the nation's cuisine to its universities music and art. Today the 41 million immigrants in the United States represent 13.1 percent of the U.S. population. The U.S. born children of immigrants the second generation represent another 37.1 million people or 12 percent of the population. Thus together the first and second generations account for one out of four members of the U.S. population. Whether they are successfully integrating is therefore a pressing and important question. Are new immigrants and their children being well integrated into American society within and across generations? Do current policies and practices facilitate their integration? How is American society being transformed by the millions of immigrants who have arrived in recent decades? To answer these questions this new report from the National Academies of Sciences Engineering and Medicine summarizes what we know about how immigrants and their descendants are integrating into American society in a range of areas such as education occupations health and language.

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