

DUAL LANGUAGE EDUCATION PILLARS

CRITICAL CONSCIOUSNESS

Anti-oppressive thinking and action
historicizing schools, interrogating power, critical
listening, engaging with discomfort

BILINGUALISM AND BILITERACY

Bilingualism and
Biliteracy
Instruction &
Pedagogies

TLPL 637
TLPL 660
TLPL 661
TLPL 662
SPAN 626

1. Plan & enact differentiated lessons that integrate Best Practices/core pillars for DLE both for language minoritized and language majority students.

2. Apply theories and evaluate research in bilingualism and second language acquisition relevant to dual language education

ACADEMIC ACHIEVEMENT

Authentic
Assessment
Program Design and
Curricular
Leadership

TLPL 637
TLPL 664
TLPL 655
SPAN 424

3. Design units and lessons that align with Dual Language Standards

4. Assess bilingual language skills and communicative competencies using multiple sources of information.

5. Collaborate with counterpart teachers in partner language to successfully bridge materials and learning practices

6. Support language and content learning, articulate and enact language/content/culture objectives

CROSS CULTURAL COMPETENCE

Sociocultural
Competence
Professionalism,
Advocacy and
Agency

TLPL 637
TLPL 657
TLPL 740
SPAN 613

7. Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender, and other socio-cultural factors that shape language learning (analysis of own practice)

8. Reflect on educator's role as a language policy maker in their own context (analysis of Guiding principles)

**NATIONAL
DUAL
LANGUAGE
TEACHER
EDUCATION
STANDARDS**

COURSES

**LEARNING
OUTCOMES**

Language In Education

Eileen Glisan, Richard Donato



Language In Education:

Language Policies in Education James W. Tollefson, 2002 How do language policies in education serve the interests of dominant groups within societies How do policies marginalize some students while granting privilege to others How do language policies in schools create inequalities among learners How can schools further the educational social and economic interests of linguistic minorities These questions the focus of the chapters in this book are at the heart of fundamental debates about the role of schools in society the links between language policies and inequalities of class region and ethnicity nationality and conflicts between linguistic minorities and mainstream populations The connections between language policies and inequality are examined as well as successful efforts to use language policies in education to assert the social and linguistic rights of language minorities All of the chapters are original and substantial contributions to the study of language policy and exemplify major theories and research methods in the field The case studies are international in scope including cutting edge analyses of important language policy debates in North America Australia Eastern Europe Africa East Asia South Asia and the Pacific The multiple meanings of critical language policy study are highlighted First the term refers to the field of critical linguistics Second the book seeks to develop readers ability to critically read language policies that is to understand the social and political implications of particular policies adopted in specific historical contexts Third it features chapters that are critical of traditional analyses that fail to capture the full social and political context of language policies and too often accept uncritically the claims of policy Sections are included on theoretical issues in language policies the use of language policy for governance the role of language policy in managing ethnic conflict the link between language and globalization and the impact of critical pedagogy on social change This volume is intended for scholars and other specialists in language policy education applied linguistics critical linguistics and language teaching It is designed for use as a textbook in graduate and advanced undergraduate courses on language policy and language education Teaching Language Online Victoria Russell, Kathryn Murphy-Judy, 2020-08-23 Practical and accessible this book comprehensively covers everything you need to know to design develop and deliver successful online blended and flipped language courses Grounded in the principles of instructional design and communicative language teaching this book serves as a compendium of best practices research and strategies for creating learner centered online language instruction that builds students proficiency within meaningful cultural contexts This book addresses important topics such as finding and optimizing online resources and materials learner engagement teacher and student satisfaction and connectedness professional development and online language assessment Teaching Language Online features A step by step guide aligned with the American Council on the Teaching of Foreign Languages ACTFL the Common European Framework of Reference CEFR for Languages Learning Teaching and Assessment and the World Class Instructional Design and Assessment WIDA standards Research based best practices and tools to implement effective communicative language teaching CLT online Strategies and practices that apply

equally to world languages and ESL EFL contexts Key takeaway summaries discussion questions and suggestions for further reading in every chapter Free downloadable eResources with further readings and more materials available at www.routledge.com 9781138387003 As the demand for language courses in online or blended formats grows K 16 instructors urgently need resources to effectively transition their teaching online Designed to help world language instructors professors and K 12 language educators regardless of their level of experience with online learning this book walks through the steps to move from the traditional classroom format to effective successful online teaching environments

Encyclopedia of Language and Education Leo van Lier,P. Corson,2013-11-01

ENCYCLOPEDIA OF LANGUAGE AND EDUCATION This is one of eight volumes of the Encyclopedia of Language and Education published by Kluwer Academic The publication of this work signals the maturity of the field of language and education as an international and interdisciplinary field of significance and cohesion These volumes confirm that language and education is much more than the preserve of any single discipline In designing these volumes we have tried to recognise the diversity of the field in our selection of contributors and in our choice of topics The contributors come from every continent and from more than 40 countries Their reviews discuss language and education issues affecting every country in the world We have also tried to recognise the diverse interdisciplinary nature of language and education in the selection of the editorial personnel themselves The major academic interests of the volume editors confirm this As principal volume editor for Volume 1 Ruth Wodak has interests in critical linguistics sociology of language and language policy For Volume 2 Viv Edwards has interests in policy and practice in multilingual classrooms and the sociology of language For Volume 3 Bronwyn Davies has interests in the social psychology of language the sociology of language and interdisciplinary studies For Volume 4 Richard Tucker has interests in language theory applied linguistics and the implementation and evaluation of innovative language education programs

The Handbook of Language Teaching Michael H. Long,Catherine J. Doughty,2011-07-05

Bringing together an international and interdisciplinary team of contributors this Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume

Issues in English Language Education Marianne Nikolov,2002

This volume explores both theoretical and empirical questions related to second language acquisition and foreign language learning in general and English language education in Hungary in particular The book overviews the relevance of the critical

period hypothesis CPH to early foreign language programmes and contributes to a better understanding of the complexity of problems underlying discussions It also challenges the CPH by giving an account of two studies on successful adult learners of English and Hungarian Three different aspects of the same children s classroom experiences are explored over their eight years of study in primary school the development of their attitudes and motivation strategy use and negotiation The book includes two classroom based empirical studies One on how children of 6 14 interact in a variety of foreign language classrooms whereas the other one gives a detailed analysis of a classroom observation project of 118 disadvantaged secondary English classes

Language Teaching in the Linguistic Landscape David Malinowski,Hiram H. Maxim,Sébastien Dubreil,2021-02-04 This book builds upon the growing field of Linguistic Landscape in order to demonstrate the power of a spatialized approach to language culture and literacy education as it opens classrooms and cultivates new competencies The chapters develop major themes including re imagining language curricula language classrooms and schoolsapes in dialogue with the heteroglossic discourses of the local developing L2 learners symbolic translingual competencies through engagement with situated multimodal texts fostering critical social awareness through language study in the linguistic landscape expanding opportunities for situated L2 reading and writing and cultivating language students capacities for engaged scholarship and research in out of class contexts By exploring the pedagogical possibilities of place based approaches to literacy development this volume contributes to the reimagining of language education through the linguistic landscape

Language and Education M.A.K. Halliday,2007-03-29 The ninth volume in Professor M A K Halliday s collected works is dedicated to the subject of language and education Professor Halliday sums up the scope of language education under the following five headings mother tongue education second language learning multilingual societies contexts of language education and educational linguistics In addition to the previously unpublished Applied Linguistics as an Evolving Theme 2002 originally presented by Professor Halliday on the occasion of his being awarded the first Gold Medal by the International Association of Applied Linguistics AILA this volume contains another nineteen papers covering a comprehensive breadth of topics in language and education addressed by Professor Halliday over the course of his career The chapters cover language development language teaching multilingualism functional variation in language and the place of linguistics in education

Language Education in the School Curriculum Ken Cruickshank (Linguist),Stephen Black,Honglin Chen,Linda T. H. Tsung,Jan Wright,2020 There is widespread concern in all English speaking countries at the rapid decline in study of languages The promise of languages for all in the UK and North America in the 1970s marked a shift from languages as its subjects for the privileged few but this promise has not been fulfilled This book explores the reasons for and solutions to this decline More importantly it looks at how these trends have been reversed in successful school programs and the implications of this for language education policy makers The study draws on an analysis of data from 600 primary secondary and community languages schools over six years and from detailed case studies

in a representative sample of 45 successful schools The book proposes a range of strategies to address the decline from engaging classroom learning assessment outcomes and embedding languages as central in school curriculum on the one level to a mix of incentives and mandation for language study especially at upper secondary school level The authors explore the impact of learning languages on the thinking educational experiences and outcomes of young people across a range of ethnic backgrounds and socioeconomic statuses They show the importance of having equal access to languages study in a world where young people will have increasingly more diverse working lives and argue that the gap in languages between policy and uptake is really a gap in the thinking of policy makers and government

Cultural Studies in Foreign Language Education Michael Byram, 1989-01-01 Written by the winner of the 1987 BAAL book prize this book deals with the acquisition of understanding of foreign cultures and peoples It is also a study of the philosophy and purpose of language teaching in all its facets in the context of foreign language teaching in secondary education The book is written for language teachers and though it draws on disciplines not usually included in their education and professional training it does so from within the profession's own perspective It is an attempt to raise teachers and learners awareness of the full educational value of foreign language learning

Translanguaging O. Garcia, L. Wei, 2015-12-05 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 understandings of language bilingualism and education with potential to transform not only semiotic systems and speaker subjectivities but also social structures

The Sociopolitics of English Language Teaching Joan Kelly Hall, William Eggington, 2000-01-01 The sociopolitical dimensions of English language teaching are central to the English language professional These dimensions include language policies cultural expectations and the societal roles of languages This book aims to present these issues to practicing and aspiring teachers in order to raise awareness of the sociopolitical nature of English language teaching

Language Education in a Changing World Rod Bolitho, Richard Rossner, 2020-03-04 This book considers the importance of language education in a rapidly changing world The authors look at language education from different perspectives the teaching and learning of foreign or second languages the role of literacy oracy and language across the curriculum the part played by different stakeholders in educational policy and the current state of language teacher education and the ways in which language is addressed in the education of teachers of all subjects Drawing on their extensive experience of language education and on case studies and data from around the world the authors consider how a different approach to language in education might help students to develop the language awareness and linguistic and communicative competences they need in order to participate fully and confidently in our increasingly diverse societies Chapter 1 and Chapter 10 are free to download as open access publications under a CC BY NC ND licence You can access them here Chapter 1 The Crucial Role of Language in Education <https://zenodo.org/record/8282422> Chapter 10 Language in Education and in Teacher Education Towards New Paradigms <https://zenodo.org/record/8282728>

World Language

Education as Critical Pedagogy Timothy G. Reagan, Terry A. Osborn, 2020-09-02 Accessible and cutting edge this text is a pivotal update to the field and offers a much needed critical perspective on world language education Building off their classic 2002 book *The Foreign Language Educator in Society* Timothy G Reagan and Terry A Osborn address major issues facing the world language educator today including language myths advocacy the perceived and real benefits of language learning linguistic human rights constructivism learning theories language standards monolingualism bilingualism and multiculturalism Organized into three parts Knowing Language Learning Language and Teaching Language this book applies a critical take on conventional wisdom on language education evaluates social and political realities assumptions and controversies in the field Each chapter includes questions for reflection and discussion to support students and educators in developing their own perspectives on teaching and learning languages With a critical pedagogy and social justice lens this book is ideal for scholars and students in foreign world language education social justice education and language teaching methodology courses as well as pre and in service teachers

What Teachers Need to Know about Language Carolyn Temple Adger, Catherine E. Snow, Donna Christian, 2018 Rising enrollments of children for whom English is not a first language mean that every teacher is a language teacher as well as a subject area teacher This book shows what teachers need to know about language in order to be more effective in the classroom and how teacher education might help them gain that knowledge It focuses especially on features of academic English and gives examples of the many aspects of teaching and learning in which language is a key Research conducted since the first edition has expanded our understanding of academic language with particular implications for teaching English learners The new edition reflects the expanded knowledge base derived from research on classrooms and curricula showing the pivotal role that language plays in learning and schooling The volume will be of particular interest to all teachers with language learners in their classroom teacher educators professional development specialists administrators principals and all those interested in learning more about the important role played by language in helping to ensure student success in the classroom and beyond

Understanding Language Classroom Contexts Martin Wedell, Angi Malderez, 2013-06-06 Guide enabling ELT practitioners to understand their context and its influence on the language teaching learning process and the implementation of change in classrooms

Literacy and Language Teaching Richard Kern, 2000-09-14 Literacy language teaching

Language Education and Applied Linguistics Howard Nicholas, Donna Starks, 2014-02-24 Language Education and Applied Linguistics bridging the two fields provides a starting point for students and researchers in both Language and Education who wish to interpret and use insights from the field of Applied Linguistics and for Applied Linguists who wish to engage in dialogue with language educators and researchers in education Providing a framework for understanding the resources individuals use to communicate this accessible and innovative text will enable teachers and learners to understand and discuss features and tools used in communication This framework enables Learners to explore their current language abilities and their desired future

communicative abilities empowering them to engage with their own language learning needs Language educators to explore central concerns in multiliteracy digital literacies plurilingualism and plurilingual development Applied Linguistics students to understand theories of applied linguistics and language education Sociolinguists to bring their research into education Language Education and Applied Linguistics can be used by students teachers researchers and teacher educators to explore multilingual contexts and communicative purposes in language classrooms language education and applied linguistics

Teaching Language in Context Alice Omaggio Hadley, 1993 Seeks to assist readers interested in classroom language learning in the process of clarifying their own beliefs about language teaching and learning **Focus on Language**

Katarzyna Papaja, 2020-04 Changes in political technological social and economic realities since the early 21st century have led to more relationships between people of different nations Educational changes which result from policy decisions also had an impact on Language Learning and Teaching The heart of peace and global education is enabling people to participate in shaping a better shared future for the world The emphasis is on the unity and interdependence of human society on developing a sense of self and appreciation of cultural diversity affirmation of social justice and human rights as well as acting for a sustainable future in different times and places Through language education we might promote positive values and assist students to take responsibility for their actions in order to see themselves as global citizens who can contribute to a more peaceful just and sustainable world *Enacting the Work of Language Instruction* Eileen Glisan, Richard Donato, 2017-01-01

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