

THEORIES AND PRINCIPLES OF BILINGUAL EDUCATION: AN ANNOTATED BIBLIOGRAPHY

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This annotated bibliography discusses chapters from three books (*Foundations of Bilingual Education and Bilingualism*, *Immersion Education: International Perspectives*, and *Literacy and Bilingualism: A Handbook for All Teachers*) and an article entitled *Biliteracy, Empowerment, and Transformative Pedagogy*. The academic works discussed are mainly about theories and principles of bilingualism, bilingual education, and immersion education which relate to second/foreign language teaching in different contexts.

Baker, C. & Wright, W. E. (2017) 6th ed. “An introduction to bilingual education”. *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.

This chapter deals with a brief introduction to bilingual education viewing from two perspectives: historical contexts and types of bilingual education. The former mainly discusses the historical, political and legal foundations of bilingual education programs in the United States. Taking the history of bilingual education in USA as a significant sample, Baker and Wright argue that any policy on bilingual education should be never finally fixed. There are always positive and negatives sides that eventually maintain the progress of bilingual education.

The later presents the typology of bilingual education. Having stated the different aims of transitional and maintenance of bilingual education, Baker and Wright explore the ‘weak’ forms of bilingual education. It covers submersion education, submersion with pull-out classes, segregationist education, transitional bilingual education, mainstream education, and separatist education. Each ‘weak’ type of bilingual education is discussed on the basis of the characteristics of students and teachers, language used in the classroom (majority or minority language), aims, and language outcome (monolingualism or limited bilingualism).

Apart from the controversial, unclear claim that bilingual education has existed since 5000 years ago, this chapter is a useful stepping stone to understand the initial backgrounds of bilingual education. It is a highly recommended reading for two reasons. First, by examining the history of bilingual education in the United States, students potentially get a critical key issue that most policies on bilingual education cannot be separated from societal issues (e.g. immigration and civil rights), education equality and the most influential of all, political decisions. Secondly, the typology of bilingual education gives an important insight that the ‘weak’ forms of bilingual education tend to do language and culture assimilation, shifting minority language students to the language and culture of dominant society.

Baker, C. & Wright, W. E. (2017) 6th ed. “The politics of bilingualism”. *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.

Arguing that bilingualism and bilingual education are strongly connected to fundamental beliefs and politics in society, Baker and Wright claim that three orientations on languages (i.e. language as a problem, language as a right, and language as a resource) play an important role on the politics of bilingualism and bilingual education

Language as a problem involves personality and social problems (e.g. split identity and low self-esteem) and political problems (regional conflicts and national disunity). In this case, bilingual education is a central issue in solving the language problems. Language as a right means any individual or group deserves to choose language as well as to participate in bilingual education. This orientation is often expressed in law courts (e.g. *Lou v. Nichols* in the USA) and political and grassroots movements (e.g. *Kohanga Reo* in New Zealand and *Celtic* pre-school playgroups in England). At last, language as a resource means language is viewed as personal and national resource that is used to maintain linguistic and cultural diversity. This idea also refers to the benefit of being bilingual speakers for social and economic purposes.

The three perspectives are well illustrated in the case of the US. The United States has been well-known as a country which welcomes many peoples with different languages. The basic politics of the US government is actually directing people to integrate and assimilate into the whole homogenized society. Here, the advance of English – the majority language in the USA – is face to face with the language preservation of minority groups (e.g. Navajo, Chinese and Mexican). Together

with the contradictory issue, the idea of assimilation – giving up heritage culture to join dominant society’s lifestyle – and the belief of pluralism – preserving linguistic and cultural diversity to promote harmony of society – is also contested. Eventually, those debates are politically related to the choice of types of bilingual education, for instance submersion education or dual language education.

Finally, this chapter is essential and recommended for future students who need to know the politics behind the existence of bilingualism and bilingual education. Studying this chapter, students can comprehend that the three orientations on languages as well as the issues relating to assimilation and pluralism or monoculturalism and multiculturalism may politically influence the choice of types of bilingual schooling.

Baker, C. & Wright, W. E. (2017) 6th ed. “The effectiveness of bilingual education”. *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.

In this chapter, Baker and Wright examine a number of researches which deals with the effectiveness of types of bilingual education. The initial researches investigated the various results of bilingual education forms – transitional bilingual education, submersion and heritage language education – in the United States and European countries. The various results are mainly due to four factors: the sample of children that cannot be used to generalise the results of the studies, interacting factors (e.g. as parents’ involvement, teachers’ commitment, and resources support), measures of success, and researchers’ beliefs.

The remainder of this paper focuses on reviews and overviews of research studies on the effectiveness of bilingual education forms. The early reviews published in 1970s concluded that bilingual education in the USA supported bilingualism with minority language and preferred to English monolingual education. Since the late 1970s, research reviews have been examining on immersion education, heritage language education and bilingual education in the United States.

This chapter is very useful to convince future students that research data tends to support the implementation of ‘strong’ forms of bilingual education. In this chapter, research reviews prove that ‘strong’ forms of bilingual education, such as immersion, heritage language education, and language maintenance education, support bilingualism amongst culturally diverse students and at the same time foster students to reach good achievement in the curriculum. In addition, some

studies also show that the ‘strong’ types of bilingual education are economically beneficial for society (e.g. in the USA and Guatemala).

Cummins, J. *Biliteracy, Empowerment, and Transformative Pedagogy*, (https://www.researchgate.net/profile/Jim_Cummins5/publication/241492125_Biliteracy_Empowerment_and_Transformative_Pedagogy/links/0deec534e935756ca3000000.pdf) [11/11/2020].

Cummins opens this chapter with a key issue that literacy and biliteracy should not only result to functional literacy, but also promote critical literacy. Using under-achieving Latino/Latina students in USA, Cummins argues that empowerment through the acquisition of cultural and critical literacy is essential to challenge the societal power structure.

Within the context of societal power structure, coercive relations of power (the exercise of power by dominant group) is distinguished with collaborative relations of power (the collaboration of power by all participants). Whilst empowerment refers to collaborative creation of power, transformative pedagogy refers to interactions between educators and students that foster collaborative creation of power.

Another important issue of this chapter lies on the public debate of bilingual education in which theoretical views of supporters of bilingual education are against those of opponents of bilingual education. However, research data (e.g. the study of Oyster Bilingual School in Washington DC) tend to support the consistency of bilingual program evaluation results with the supporters’ theories.

This study becomes more useful when Cummins incorporates his framework for transformative pedagogy with Alma Flor Ada’s critical literacy framework. Cummins’ framework covers Focus on Language (making input comprehensible and developing critical literacy), Focus on Language (awareness and critical analysis of language forms and uses) and Focus on Use (generate new knowledge, create literature and art, and act on social realities). Meanwhile, Ada’s framework involves four phases (descriptive phase, personal interpretive phase, critical analysis phase, and creative action phase) outlining the interaction between teachers and students may support students to express their experiences within collaborative process of critical inquiry.

This article is worth reading because it discusses the connection between issues in bilingual education and biliteracy. The important discussion of societal power structure as well as theoretical propositions and frameworks that affects empowerment and transformative pedagogy is another reason why this study is recommended for future students.

Johnson, R. K. & Swain, Merrill. (1997). "Immersion education". *Immersion education: international perspectives*. Cambridge: Cambridge University Press.

In this introductory chapter, Johnson and Swain differentiate immersion programs from other types of bilingual education programs. At first, they discuss the historical perspectives of immersion program that is originated in the mid-1960s in St. Lambert, Quebec, Canada. This original immersion program is aimed for children to become bilingual and bicultural in French and English as well as to obtain normal achievement in the curriculum. Here, although French (L2) is used as the medium of instruction, English (L1) is still maintained and developed adequately. Having been successful in Quebec, this immersion program spreads to other parts of Canada and throughout the world. This successful phenomenon promotes the three basic goals of immersion program: immersion for majority language students, immersion for language support and language revival, and immersion in a language of power.

Before clarifying the term 'immersion' and addressing research questions for immersion at the end of this chapter, Johnson and Swain presents core features of a prototypical immersion program. Those features of immersion program are the L2 is a medium of instruction, the immersion curriculum parallels the local L1 curriculum, overt support exists for the L1, the program aims for additive bilingualism, the exposure to the L2 is largely confined to the classroom, students enter with similar levels of L2 proficiency, commitment, attitudes toward the culture of the target language, status of the L2, and what counts as success in an immersion program.

This chapter is very useful since the origin of immersion program is clearly addressed as well as its development in various contexts and purposes all over the world. However, the section of unwarranted extensions of the term 'immersion' is unnecessary because it complicates the term and history of immersion, rather than clarify the real immersion program. Apart from the clarifying section, this chapter is highly recommended for future students. The strength of this chapter lies on the thorough discussion of core features of a prototypical immersion program. Using

those features, Johnson and Swain argue that immersion program is different from other types of bilingual education programs.

Brisk, M. E. & Harrington, M. M. (2015) 2nd ed. "Learning from students". *Literacy and Bilingualism: A Handbook for All Teachers*. Abingdon: Routledge

Brisk and Harrington believes that teaching literacy to bilingual students requires an understanding of such individuals and many variables that will affect their performance. In doing so, teachers should keep in mind that bilingual students are not only influenced by the knowledge of other language(s) but also by their cross-cultural experience. The additional and different knowledge bilingual students bring to schools must be considered in the teachers' perspective of the students, teaching strategies, and curricular considerations.

This chapter also argues that the circumstances of literacy acquisition for bilingual students are uniquely individual in many ways. Some students are already bilingual when they first deals with the written word, while others are literate in their minority language when they first learn a second language. In addition, others may not start literacy until later due to interruptions in their education.

Another critical point is that becoming biliterate involves learning the linguistic and cultural characteristics of literacy in each language and requires coping with language and cultural differences. Various personal, family, and situational factors affect the performance of bilingual learners. Awareness of what students must learn and the factors affecting them assists teachers working with bilinguals regardless of the curricular content and the language of instruction in their particular classroom.

This chapter is useful and recommended for future students since it also prepare teachers to work effectively with bilingual learners. To be a good bilingual teacher, we have to understand the following principles: literacy development, significance of being bilingual, biliterate, and bicultural, interaction between languages in a bilingual learner, knowledge needed to read and write, and factors affecting literacy development.