## **Contents**

|   | Acknowledgements  | . ' | vii |
|---|---|-----|-----|
| 1 | Bilingual Education and Social Change: 'It's Much More Than       |     |     |
|   | Language'   |     |     |
|   | What Is Bilingual Education?: A General Discussion                |     | 2   |
|   | Dual-Language Programs and Practices in the United States: An     |     |     |
|   | Overview  |     |     |
|   | A profile of dual-language programs in the United States          |     |     |
|   | Challenging language prejudice through dual-language education .  |     | 10  |
|   | Developing academic competence through two languages              |     | 12  |
|   | Understanding Oyster Bilingual School: An Ethnographic/Discourse  |     |     |
|   | Analytic Approach   |     | 15  |
|   | What is an ethnographic/discourse analytic approach?              |     | 15  |
|   | Oyster Bilingual School: An overview                              |     | 19  |
|   | 'You know, it's much more than language'                          |     | 25  |
|   | Summary of Chapter 1  |     | 28  |
|   | Overview of the Book  |     | 29  |
| 2 | Societal Discourses Surrounding Bilingual Education in the United |     |     |
|   | States: An Historical Perspective                                 |     | 32  |
|   | Pre-World War I: From Linguistic Diversity to Monolingualism in   |     |     |
|   | English   |     | 33  |
|   | Bilingualism, bilingual education, and language policy until the  |     |     |
|   | 1900s   |     | 34  |
|   | Changing demographics and changing attitudes toward linguistic    |     |     |
|   | diversity   |     | 36  |
|   | Bilingual Education Policy, Practice and Research since the 1960s |     |     |
|   | Dominant discourses of tolerance in the 1960s and 1970s           |     | 39  |
|   | Increasing English-only activity in the 1980s                     |     |     |
|   |   |     |     |

## iv CONTENTS

|   | The 1990s: Diversity as problem or diversity as resource?           |      |
|---|---|------|
| 3 | Schools as Cultural Communication Systems: The Example of           |      |
| _ | Mainstream US Educational Discourse                                 | 58   |
|   | Schools as Cultural Communication Systems                           |      |
|   |   |      |
|   | The Mainstream US Educational Discourse System                      |      |
|   | What is a student? What is a teacher?                               |      |
|   | What is teaching? What is learning?                                 |      |
|   | What are the norms that structure the classroom discourse?          | . 64 |
|   | Implications of Mainstream US Educational Discourse for Minority    |      |
|   | Students  | . 66 |
|   | Programs for LEP students   |      |
|   | Minority students in mainstream US classroom interaction            |      |
|   | A focus on standardized curriculum and assessment                   |      |
|   |   | . /0 |
|   | Implications of mainstream US schools for minority students: A      |      |
|   | synthesis   |      |
|   | Co-constructing Social Identities Through Discourse                 |      |
|   | Communication as a joint construction                               | . 71 |
|   | Language socialization  | . 74 |
|   | The dynamic nature of social identity construction                  | . 75 |
|   | Recognizing and Refusing Discriminatory Discourses                  |      |
|   | Conclusion  |      |
| 4 | The Discursive Construction of Oyster Bilingual School: A           |      |
|   | Framework for Analysis  | . 84 |
|   | Relating the Dual-Language Plan to its Sociopolitical Context       |      |
|   | Gaining Access to Oyster Bilingual School                           |      |
|   | Data Collection and Analysis  |      |
|   |   |      |
|   | Collecting and analysing interview data                             |      |
|   | Analysing classroom discourse                                       | . 92 |
|   | The Dynamic Nature of Dual-Language-planning at Oyster Bilingual    |      |
|   | School  |      |
|   | Conclusion  | . 99 |
| 5 | The Need for an Alternative: The Oyster Perspective                 | 100  |
|   | Making Oyster's Perspective Explicit: An Intertextual Analysis      | 101  |
|   | Locating the Philosophy Statement in the Larger Sociopolitical Con- |      |
|   | text  | 107  |
|   | Educational rights of diverse student populations                   | 111  |
|   |   |      |
|   | Language-as-resource orientation                                    |      |
|   | 'Learning and sharing together' versus segregation                  |      |
|   | Additional reasons requiring an alternative educational discourse   |      |
|   | The Oyster challenge  | 117  |

|    | The Social Identities Project at Oyster Bilingual School: An Introduction to the Ideal | 121   |
|----|--|-------|
|    | Conclusion: Reconstituting Social Relations at School                                  |       |
| 6  | 'It's Like a Community That Crosses Language, Cultural, and                            |       |
|    | Class Lines'   |       |
|    | What is a Student?   | 123   |
|    | What is a Teacher?   | 130   |
|    | What is a School?  | 134   |
|    | What is parental involvement?  |       |
|    | Conclusion   |       |
| 7  | Learning and Teaching at Oyster Bilingual School                                       | 150   |
|    | What is Learning?  |       |
|    | Gaining the ability to speak two languages   |       |
|    | Gaining the right to participate in the educational discourse                          |       |
|    | Translating the ideal into actual classroom practice                                   |       |
|    | What is Teaching?  |       |
|    | Conclusion   |       |
|    |  |       |
| 8  | A Focus on Inclusion   |       |
|    | What is the Curriculum Content?  |       |
|    | What are the Norms of Interaction?   |       |
|    | Students   |       |
|    | Examples of activities   | . 177 |
|    | Discrepancies Between Ideal Plan and Actual Implementation/Out-                        |       |
|    | comes: A Sociopolitical Explanation  | . 183 |
|    | Conclusion   | . 189 |
| 9  | Micro-level Classroom Interaction: A Reflection of the Macro-level                     |       |
| _  | Struggle   | 193   |
|    | Equal Distribution and Evaluation of English and Spanish: Ideal and                    | . 175 |
|    | Actual   | 104   |
|    | Providing Equal Opportunities to Students from Unequal Back-                           | . 1)4 |
|    | grounds  | 201   |
|    | Conclusion   |       |
|    | Conclusion   | . 200 |
| 10 | Gaining the Right to Participate: A Classroom Analysis                                 |       |
|    | Quien Soy Yo: A Micro-Level Analysis   |       |
|    | Refusing the Discourse   |       |
|    | Constructing an Alternative Discourse  |       |
|    | Conclusion   | . 231 |

## vi CONTENTS

| 11 | Beyond Oyster Bilingual School: Implications for Research and       |     |
|----|---|-----|
|    | Practice  | 233 |
|    | What Happens When Students Leave Oyster?                            | 234 |
|    | Researching Dual-Language Programs in Other Contexts: A Multi-      |     |
|    | level Analysis  | 239 |
|    | Understanding relationships among multiple levels of authority in   |     |
|    | the school  | 240 |
|    | Relating program goals to societal assumptions                      |     |
|    | Relating community beliefs and practices to program goals           | 244 |
|    | Relating the micro-level classroom interaction to the larger levels |     |
|    | of context  | 245 |
|    | Conclusion  | 247 |
|    | References  | 249 |
|    | Index   | 258 |