

SYLLABUS

Professor Nancy H. Hornberger
Mondays 2-4, Education 322

Room 334, 8-7957, nancyh@gse.upenn.edu
Please call Lorraine at 8-8435 for appointments

Course Aims

The goal of the course is to explore the wide range of issues affecting educational policy and classroom practice in multilingual, multicultural settings. We will focus on selected US and international cases to illustrate more general concerns relating to learners' bilingual / bicultural / biliterate development in formal educational settings. The course is organized around the continua of biliteracy framework that offers a heuristic for understanding the influences on and processes of biliterate development. We begin at the macro level, looking at policy contexts and program structures, and move to the micro level to consider teaching and learning in the multilingual classroom. Throughout, we consider how discourses and identities are interwoven in multilingual education policy and practice. We conclude with attention to the role of teachers, researchers, and communities in implementing change in schools.

Required Texts

- Freeman, Rebecca D. (1998). *Bilingual Education and Social Change*. Clevedon, UK: Multilingual Matters. ISBN 1-85359-418-0.
- García, Ofelia (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Wiley-Blackwell. ISBN 978-1-4051-1994-8 **OPTIONAL**
- Hones, Donald F., & Cher Shou Cha (1999). *Educating New Americans: Immigrant Lives and Learning*. Mahwah, NJ: Lawrence Erlbaum. ISBN 0-8058-3134-7.
- Hornberger, Nancy H. (1988). *Bilingual Education and Language Maintenance: A Southern Peruvian Quechua Case*. Berlin: Mouton. ISBN 90-6765-357-8.
- Hornberger, Nancy H., ed. (2003). *Continua of Biliteracy: An Ecological Framework for Educational Policy, Research and Practice in Multilingual Settings*. Clevedon, UK: Multilingual Matters. ISBN 1-85359-654-X.
- Mendoza-Denton, N. (2008). *Homegirls : language and cultural practice among Latina youth gangs*. Malden, MA: Blackwell.
- Menken, K. (2008). *English Learners Left Behind: Standardized Testing as Language Policy*. Clevedon, UK: Multilingual Matters.
- Schwarzer, David. (2001). *Noa's Ark: One Child's Voyage into Multiliteracy*. Westport, CT: Heinemann. ISBN 0-325-00279-7

Course Outline**Contexts of biliteracy: Diversity, policy, and discourse**

- 9/14 Week 1. Discourses of tolerance/intolerance
9/21 Week 2. Assimilationism/pluralism
9/28 Week 3. Beyond stereotypes

Media of biliteracy: Bilingual, bidialectal, multidiscursal, multimodal education

- 10/5 Week 4. Language ideology, Indigenous language revitalization, and education
10/12 Week 5. Models of bilingual & bidialectal education

BREAK

- 10/26 Week 6. Languaging and transnational literacies

Content of biliteracy: Available discourses in multiethnic / multilingual classrooms

- 11/2 Week 7. Culture and identity in the classroom
11/9 Week 8. Language and identity in the classroom
11/16 Week 9. Literacy and identity in the classroom

Development of biliteracy: Pedagogy and assessment

- 11/23 Week 10. Translanguaging and multiliteracy(ies)
11/30 Week 11. Testing and accountability

Collaborating for change: Teachers, communities, and researchers

- 12/7 Week 12. Teachers as change agents
12/14 Week 13. Research, *Concientização* and community funds of knowledge

Resources on the web

<http://brj.asu.edu/> (Bilingual Research Journal)
<http://www.cal.org> (Center for Applied Linguistics)
<http://ccat.sas.upenn.edu/plc/clpp> (Consortium for Language Policy and Planning, U of Pennsylvania)
<http://www.international.ucla.edu/lrc/hlj> (Heritage Language Journal)
<http://www.asu.edu/educ/epsl> (Language Policy Research Unit, Arizona State University)
http://groups.yahoo.com/group/Multilingual_Literacy (Multilingual_Literacy)
www.ncela.gwu.edu (National Clearinghouse on English Language Acquisition), formerly
www.ncbe.gwu.edu (National Clearinghouse on Bilingual Education)
www.nabe.org (National Association for Bilingual Education)
<http://ourworld.compuserve.com/homepages/jwcrawford> (journalist James Crawford's Language Policy homepage)
<http://www.eastern.edu/publications/emme> (Electronic Magazine of Multicultural Education)
<http://texasedequity.blogspot.com> (Educational Equity, Politics & Policy in Texas – Prof. Angela Valenzuela)
 ELLADVOC listserv – members only (ELL Research and Advocacy – join by going to
<http://users.rcn.com/crawj/Announcing.pdf>><http://users.rcn.com/crawj/Announcing.pdf>).

See Course Blackboard site for more internet resources.

Course organization and requirements

Please note: *Students are expected to complete all course work within the semester. If extenuating circumstances require you to take an incomplete, you must request permission from the instructor at least 2 weeks before the end of the semester. To make up the incomplete, you must turn in your work at least 4 weeks before the end of the semester in which you wish to receive a grade. If the work is not made up after 1 year, your incomplete becomes permanent.*

Academic integrity: *All students are expected to abide by GSE's code of academic integrity <<http://www.gse.upenn.edu/pdf/AcadIntegrity.pdf>>. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the University administration.*

BOOK REVIEW AND CLASS ACTIVITY FACILITATION (30 % of grade)

Students are required to review one of the books listed under Recently Published Books to Review below or another book of their own choosing (all those choosing their own book should check with me beforehand). The review will be presented both orally and in written form.

Oral presentation (15% of your course grade): Along with a group you are assigned to, you will give an oral presentation and conduct a short class session based on your book review. Your group will have a portion of class time to structure your presentation and interactive classroom activity. The oral book review presentations should include the following: a 5-minute summary and critique of the book you are reviewing, including explicit links to other books reviewed that day and to the week's theme; and a 20-30 minute structured, interactive class activity that helps to involve the class in the arguments / concepts / questions being raised by the book.

Written review (15% of your course grade): The written review should be approximately 1000 words long and conform to publishable standards. In preparing this review, you are expected to read some reviews in scholarly journals such as *Anthropology and Education Quarterly*; *Bilingual Research Journal*; *Harvard Education Review*; *International Journal of Bilingual Education and Bilingualism*; *Language and Education*; *Language, Identity, and Education*; *Language in Society*; *Language Policy*; *Linguistics and Education*; and *TESOL Quarterly* to familiarize yourself with the genre. Also possibly *Journal of Latinos and Education*; or *Diaspora, Indigenous, and Minority Education: An International Journal*, for some books (these last two are not especially language-oriented, though). The written review will be due in class on Week 10. No late reviews will be accepted. It will be graded for clarity, completeness, coherence, critique, and appropriateness for audience. Please specify at the top of your written review the journal you have in mind as the audience.

I encourage students to submit their book reviews for publication and over the years, a number have been published in this way (list posted on the course blackboard).

SYNTHESIS AND CLASS PARTICIPATION REQUIREMENT (70% of grade)

A crucial component of this course is the **synthesis requirement** that constitutes a tool for dialogue and interaction, both oral and written, with your peers and the instructor around the readings.

The synthesis process involves the following:

- 1) Prepare a 500 word, double-spaced typewritten synthesis based on each week's **core readings**, following the guidelines below (#4). The synthesis is due on the day the topic is covered in class. No late syntheses will be accepted.
- 2) During class, you will usually be asked to exchange syntheses with your peers, read and discuss together briefly. The ideas and experiences thus shared will contribute to the discussion on the topic of the day.
- 3) You will also be asked to comment on and award a grade to your peers' syntheses, using a rubric based on #4 below. All syntheses will also be reviewed and graded by the instructor or the course graduate assistant. Syntheses will be marked according to the following scheme (see also rubric for grading syntheses):
 - the synthesis does not meet the minimum requirements
 - √ the synthesis meets the requirement
 - + the synthesis is exceptionally clear, focused, and persuasive.

4) Guidelines for writing the syntheses:

Please do not write summaries of the articles. Choose a theme from the assigned readings and demonstrate how all or several of the readings illustrate the point or issue chosen.

Tell the reader how you are going to structure the synthesis; for example, identify the theme(s) you will be dealing with clearly from the outset.

Show how the themes are developed across texts; i.e. go beyond outlining what the various sources contribute to the theme (e.g. compare / contrast).

Be selective about what detail you choose to include.

Explain carefully how the authors develop the theme, before you insert your own observations (i.e. interact with the authors' views).

Demonstrate that you have done the reading, and that you have read, at least in respect to the theme(s) you have chosen to focus on, *closely and critically*.

Explain *why* the points you mention are interesting or exciting or *why* you agree or disagree.

Substantiate claims that you make yourself by indicating what you base them on, e.g. personal experience / observation.

Use referencing conventions correctly and consistently - if you do not know what these are, consult the *Publication Manual of the American Psychological Association (APA)*.

- 5) You are required to write a total of 10 weekly syntheses over the course of the semester. Please note that even when you do not write a synthesis, you are required to have done the assigned readings and you are expected to participate in class discussion.

Reading Outline

Core readings should always be done *before* the class meeting. Week 1's **core readings** should be done as soon as possible after the class meeting. The reading load is heaviest in the weeks when whole books are assigned. You may want to plan ahead and spread the reading of these books across adjoining weeks.

Core readings marked with an * are reprints and are available in the course packet available for purchase.

Supplementary readings are also suggested for each week for those interested in following up on the topic, including references that may be among those cited in the day's lecture.

Those with little previous background on bilingualism may also want to read Colin Baker's excellent introductory overview text, *Foundations of Bilingual Education and Bilingualism*.

I strongly encourage you to browse the newly published *Encyclopedia of Language and Education* (N. H.

Hornberger, general editor), especially volume 5 on *Bilingual Education* and volume 9 on *Ecology of Language*.

CONTEXTS OF BILITERACY: DIVERSITY, POLICY, AND DISCOURSE**Week 1. Discourses of tolerance/intolerance****Core readings**

Hornberger, Nancy H. *Continua* (2003), Foreword, Introduction, chapters 1 & 2

*Skilton-Sylvester, Ellen (2003). Legal discourse and decisions, teacher policymaking and the multilingual classroom: Constraining and supporting Khmer/English biliteracy in the United States. In A. Creese & P. Martin (Eds.), *Multilingual classroom ecologies: Inter-relationships, interactions, and ideologies* (pp. 8-24). Clevedon, UK: Multilingual Matters.

Supplementary readings

Crawford, James (2006). *Official English legislation: Bad for Civil Rights, bad for America's interests, and even bad for English* (Testimony before the House Subcommittee on Education Reform). Available on Crawford's Language Policy website.

Garcia, Eugene E. (2002). Bilingualism and schooling in the United States. *International Journal of the Sociology of Language*, 155/156, 1-204, including reviewers' commentaries and Garcia's response.

Hornberger, N. H., L. Harsch, B. Evans, & M. Cahnmann (1999). Language education of language minority students in the United States. *Working Papers in Educational Linguistics*, 15(1), 1-30.

Macedo, D. (2000). The colonialism of the English only movement. *Educational Researcher*, 29(3), 15-24.

Week 2. Assimilationism / pluralism**Core readings**

Hornberger, Nancy H. *Continua* (2003), chapter 14

*Fishman, J. (1982). Sociolinguistic Foundations of Bilingual Education. *Bilingual Review/La Revista Bilingüe* 9, 1-35.

*Rampton, B., Harris, R., & Leung, C. (1997). Multilingualism in England. *Annual Review of Applied Linguistics* 17, 224-241.

*Santa Ana, O. (1999). 'Like an animal I was treated': Anti-immigrant metaphor in US public discourse. *Discourse & Society* 10(2), 191-224.

*Hornberger, N. H. (2000). Bilingual education policy and practice in the Andes: Ideological paradox and intercultural possibility. *Anthropology and Education Quarterly* 31(2), 173-201.

Supplementary readings

Cummins, J. (1986). Empowering minority students: A framework for instruction. *Harvard Educational Review* 56, 18-36.

Hornberger, Nancy H. (1998). Language policy, language education, language rights: Indigenous, immigrant, and international perspectives. *Language in Society*, 27(4), 439-458.

Janks, H. (2000). Domination, access, diversity and design: A synthesis for critical literacy education. *Educational Review*, 52(2), 175-186.

Ruiz, Richard. (1984). Orientations in language planning. *NABE Journal*, 8(2), 15-34.

Week 3. Beyond stereotypes**Core readings**

BOOK: Hones, Donald (1999). *Educating New Americans*.

*Lee, Stacey J. (1994). Behind the model-minority stereotype: Voices of high and low-achieving Asian American students. *Anthropology and Education Quarterly* 25(4), 413-429.

Supplementary readings

Lee, Stacey J. (1996). *Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth*. New York: Teachers College Press.

McKay, Sandra L., & Wong, Sau-ling (Eds.). (2000). *New Immigrants in the United States: Readings for Second Language Educators*. NY: Cambridge University Press. Chapters 7-11.

Reyes, A. (2006). *Language, identity, and stereotype among Southeast Asian American youth*. Lawrence Erlbaum.

Walker-Moffat, Wendy (1995). *The Other Side of the Asian American Success Story*. San Francisco: Jossey Bass.

MEDIA OF BILITERACY: BILINGUAL, BIDIALECTAL, MULTIDISCURSAL, MULTIMODAL EDUCATION**Week 4. Language ideology, Indigenous language revitalization, and education****Core reading**

BOOK: Hornberger, Nancy H. (1988). *Bilingual Education and Language Maintenance*.

*Martin-Jones, Marilyn (2007). Bilingualism, education, and the regulation of access to language resources. In M. Heller (Ed.), *Bilingualism: A Social Approach*. Palgrave Macmillan, pp. 161-182.

Week 5. Models of bilingual & bidialectal education**Core readings**

Hornberger, Nancy H. (2003). *Continua*, Chapter 5.

*Hornberger, N. H. (1991). Extending enrichment bilingual education: Revisiting typologies and redirecting policy. In O. García (ed.), *Bilingual Education: Focusschrift in honor of Joshua A. Fishman. Volume 1*. Philadelphia: John Benjamins, pp. 215-234 (and references 311-339).

*Freeman, R. (2000). Contextual challenges to dual-language education: A case study of developing middle school program. *Anthropology and Education Quarterly*, 31(2), 202-229.

*Hornberger, N. H. (2005). Student voice and the media of biliteracy in bi(multi)lingual /multicultural classrooms. In T. L. McCarty (Ed.), *Language, Literacy, and Power in Schooling* (pp. 151-167).

*García, O. (2009). Introducing bilingual education. *Bilingual Education in the 21st Century: A Global Perspective* (pp. 3-18).

*Anderson, G., & Irvine, P. (1993). Informing critical literacy with ethnography. In C. Lankshear & P. McLaren (Eds.), *Critical Literacy: Politics, Praxis and the Postmodern* (pp. 81-104). Albany, New York: SUNY Press.

*Malcolm, I. G., & Sharifian, F. (2005). Something old, something new, something borrowed, something blue: Australian Aboriginal students' schematic repertoire. *Journal of Multilingual and Multicultural Development*, 26(6), 512-532.

Supplementary readings

Torres-Guzmán, María. (2002). Dual language programs: Key features and results. *NCBE Directions in Language and Education*, 14, 1-16 [online at ncela.gwu.edu]

*****BREAK*** NO CLASS MEETING**

Week 6. Linguaging and transnational literacies**Core readings**

Hornberger, Nancy H. (2003). *Continua*, Chapters 3, 4, 13.

*García, O. (2009). Linguaging and education. *Bilingual Education in the 21st Century: A Global Perspective* (pp. 21-41).

*Bartlett, L. (2007). Bilingual literacies, social identification, and educational trajectories. *Linguistics and Education*, 18(3-4), 215-231.

*McGinnis, T., Goodstein-Stolzenberg, A., & Saliani, E. C. (2007). "indnpride": Online spaces of transnational youth as sites of creative and sophisticated literacy and identity work. *Linguistics and Education*, 18(3-4), 283-304.

Supplementary readings

Creese, A., & P. Martin (Eds.) (2003). *Multilingual classroom ecologies: Inter-relationships, interactions and ideologies*. Clevedon, UK: Multilingual Matters.

Heller, Monica, & Martin-Jones, Marilyn (Eds.). (2001). *Voices of Authority: Education and Linguistic Difference*. Norwood, NJ: Ablex.

Martin-Jones, M. (1995). Code-switching in the classroom: Two decades of research. In Lesley Milroy & Pieter Muysken (eds.), *One Speaker, Two Languages*. Cambridge University Press, pp. 90-111.

Pennington, M. C. (1999). Framing bilingual classroom discourse: Lessons from Hong Kong secondary school classes. *International Journal of Bilingual Education and Bilingualism*, 2(1), 53-73.

Poon, A. Y. K. (1999). Chinese medium instruction policy and its impact on English learning in post-1997 Hong Kong. *International Journal of Bilingual Education and Bilingualism*, 2(2), 131-146.

CONTENT OF BILITERACY: AVAILABLE DISCOURSES IN MULTIETHNIC / MULTILINGUAL CLASSROOMS**Week 7. Culture and identity in the classroom****Core Readings**

BOOK: Mendoza-Denton, N. (2008). *Homegirls : language and cultural practice among Latina youth gangs*. Malden, MA: Blackwell.

*Osborne, A. Barry. (1996). Practice into theory into practice: Culturally relevant pedagogy for students we have marginalized and normalized. *Anthropology and Education Quarterly*, 27(3), 285-314.

*Wallace, Catherine (2008). Literacy and identity: A view from the bridge in two multicultural London schools. *Journal of Language, Identity, and Education* 7: 61-80.

Supplementary Readings

Ada, A. F. (1986). Creative education for teachers. *Harvard Educational Review*, 56, 386-394.

Olsen, Laurie. (2001). *And Still We Speak... Stories of Communities Sustaining and Reclaiming Language and Culture*. Oakland, CA: California Tomorrow.

Varenne, H., R. McDermott, S. Goldman, M. Naddeo, & R. Rizzo-Tolk. (1999). *Successful Failure: The School America Builds*. Boulder, CO: Westview Press.

Week 8. Language and identity in the classroom**Core readings**

BOOK: Freeman, Rebecca (1998). *Bilingual Education and Social Change*.

Hornberger, Nancy H. (2003). *Continua*, Chapters 6, 7, 8.

Supplementary readings

Green, Judith L., & Dixon, Carol N. (1993). "Talking knowledge into being": Discursive and social practices in classrooms. *Linguistics and Education*, 5(3&4), entire issue [Santa Barbara Classroom Discourse Group].

Wong-Fillmore, Lily, & Valadez, Concepción. (1986). Teaching bilingual learners. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching* (pp. 648-685). NY: Macmillan.

Week 9. Literacy and identity in the classroom**Core readings**

Hornberger, Nancy H. (2003) *Continua*, Chapters 1 & 2 (re-read), 12.

*Moll, Luis & Stephen Diaz (1985) Ethnographic Pedagogy: Promoting Effective Bilingual Instruction. In E. García & R.V. Padilla (eds.) *Advances in Bilingual Education Research*. U. of Arizona Press, pp.127-149.

*Hornberger, N. H. (1990). Creating successful learning contexts for bilingual literacy. *Teachers College Record*, 92(2), 212-229.

*Gutiérrez, K. D., Baquedano-López, P., & Tejada, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, Culture, and Activity: An International Journal*, 6 (4), 286-303.

*Martínez-Roldán, C. M., & Sayer, P. (2006). Reading through linguistic borderlands: Latino students' transactions with narrative texts. *Journal of Early Childhood Literacy*, 6(3), 293-322.

Supplementary readings

Martin, P. W. (1999) Bilingual unpacking of monolingual texts in two primary classrooms in Brunei Darussalam. *Language and Education*, 13(1), 38-58.

DEVELOPMENT OF BILITERACY: PEDAGOGY AND ASSESSMENT**Week 10. Translanguaging and multiliteracy(ies)****Core reading**

BOOK: Schwarzer, David. (2001). *Noa's Ark: One Child's Voyage into Multiliteracy*.

*Cazden, C., Cope, B., Fairclough, N., Gee, J., Kalantzis, M., Kress, G., Luke, A., Luke, C., Michaels, S., & Nakata, M. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.

*García, O. (2009). Bilingualism and translanguaging. *Bilingual Education in the 21st Century: A Global Perspective* (pp. 42-72).

Supplementary reading

- Cope, Bill, & Kalantzis, Mary (Eds.). (2000). *Multiliteracies: Literacy Learning and the Design of Social Futures*. London: Routledge.
- Stein, P. (2000). Rethinking resources: Multimodal pedagogies in the ESL classroom. *TESOL Quarterly*, 34(2), 333-336.
- Stein, P. (2004). Re-sourcing resources: Pedagogy, history and loss in a Johannesburg classroom. In M. R. Hawkins (Ed.), *Language learning and teacher education: A sociocultural approach* (pp. 35-51). Clevedon, UK: Multilingual Matters.

Week 11. Testing and accountability**Core readings**

- BOOK: Menken, K. (2008). *English Learners Left Behind: Standardized Testing as Language Policy*. Clevedon, UK: Multilingual Matters.
- *Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.

Supplementary readings

- August, D. & T. Shanahan (Eds.) (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Lawrence Erlbaum.
- Cummins, Jim. (1996). *Negotiating Identities: Education for Empowerment in a Diverse Society*. Ontario, CA: California Association for Bilingual Education.

COLLABORATING FOR CHANGE: TEACHERS, COMMUNITIES, AND RESEARCHERS**Week 12. Teachers as change agents****Core reading**

- Hornberger, Nancy H. (2003). *Continua*, Chapters 9, 10, 11.
- *McCarty, Teresa L. (2002). *A Place To Be Navajo--Rough Rock and the Struggle for Self-Determination in Indigenous Schooling*. Mahwah, NJ: Lawrence Erlbaum, pp. 147-165.
- *McCarty, Teresa L. & Ofelia Zepeda, eds. (1995). Indigenous Language Education and Literacy. *Bilingual Research Journal* 19 (1), 101-139 [Vogt & Au; Begay et al.].

Supplementary readings

- Corson, D. (1998). Chapter 3. *Changing Education for Diversity*. Buckingham: Open University Press, pp. 44-82.
- Lipka, Jerry, Mohatt, Gerald, & Group, Ciulistet. (1998). *Transforming the Culture of Schools: Yup'ik Eskimo Examples*. Mahway, NJ: Lawrence Erlbaum.

Week 13. Research, Conscientização and Community funds of knowledge**Core readings**

- Hornberger, Nancy H. (2003). *Continua*, Afterword.
- *Freire, Paulo. (1970). The adult literacy process as cultural action for freedom. *Harvard Educational Review*, 40(2), 205-225.
- *Cameron, D., Frazer, E., Harvey, P., Rampton, M. B. H., & Richardson, K. (1992). *Researching Language: Issues of Power and Method*. London: Routledge, pp. 1-28, 131-144 (including refs).
- *González, N, L.C. Moll, M.F. Tenery, A. Rivera, P. Rendón, R. González, & C. Amanti (1995). Funds of knowledge for teaching in Latino households. *Urban Education*, 29(4), 443-470.
- *Henning, E. (2000). Walking with "barefoot" teachers: An ethnographically fashioned casebook. *Teaching and Teacher Education* 16, 3-20.
- *Martin-Jones, M., Hughes, B., & Williams, A. (2009). Bilingual literacy in and for working lives on the land: case studies of young Welsh speakers in North Wales. *International Journal of the Sociology of Language*, 195, 39-62.

Supplementary readings

- Corson, D. (1998). Chapters 1 & 2. *Changing Education for Diversity*. Open University Press.
- Delgado-Gaitan. (1990). *Literacy for empowerment: The role of parents in children's education*. London, New York: Falmer Press.
- González, N. (1995). Educational innovation: Learning from households. *Practicing Anthropology*, 17, 3-25.

Recently published books to review (selected from 2007-2009)

- Blackledge, A., & Creese, A. (2010). *Multilingualism: A Critical Perspective*. London: Continuum [not available until January 2010?]
- Blommaert, J. (2008). *Grassroots Literacy: Writing, Identity, and Voice in Central Africa*. London: Routledge.
- Brinton, D. M., O. Kagan, & S. Bauckus (Eds.). (2008). *Heritage language education: A new field emerging*. New York: Routledge.
- Cenoz, Jasone & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 6: Knowledge about Language*. Springer.
- Crawford, J. (2008). *Advocating for English learners: Selected essays*. Clevedon, UK: Multilingual Matters.
- Creese, Angela, Peter Martin & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 9: Ecology of Language*. Springer.
- Cummins, Jim & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 5: Bilingual Education*. Springer.
- Duff, Patricia & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 8: Language Socialization*. Springer.
- García, Ofelia (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Wiley-Blackwell.
- Hélot, C., & A. de Mejía (Eds.). (2008). *Forging multilingual spaces: Integrated perspectives on majority and minority bilingual education*. Clevedon, UK: Multilingual Matters.
- Hornberger, N. H. (Ed.). (2008). *Can schools save Indigenous languages? Policy and practice on four continents*. Basingstoke: Palgrave Macmillan.
- Janks, Hilary (2009). *Literacy and Power*. Routledge [not yet available?]
- King, Kendall A. & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 10: Research Methods in Language and Education*. Springer.
- Kubota, R., & Lin, A. (Eds.). (2009). *Race, Culture, and Identities in Second Language Education*. London: Routledge.
- Martin-Jones, Marilyn, Anne-Marie de Mejía & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 3: Discourse and Education*. Springer.
- May, Stephen A. & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 1: Language Policy and Political Issues in Education*. Springer.
- Ngo, B. (2008). Immigrant Families and U.S. Schools. *Theory into Practice*, 47(1), entire issue.
- Niño-Murcia, M., & Rothman, J. (Eds.). (2008). *Bilingualism and identity: Spanish at the crossroads with other languages*. Philadelphia: John Benjamins.
- Pavlenko, A. (Ed.). (2009). *The Bilingual Mental Lexicon: Interdisciplinary Approaches*. Clevedon, UK: Multilingual Matters.
- Prinsloo, M., & Baynham, M. (Eds.). (2008). *Literacies, Global and Local*. Philadelphia: John Benjamins.
- Rivera, K., & Huerta-Macías, A. (Eds.). (2008). *Adult biliteracy: Sociocultural and programmatic responses*. Mahwah, NJ: Lawrence Erlbaum.
- Rodríguez-Brown, F. (2008). *The Home-school connection: Lessons learned in a culturally and linguistically diverse community*. New York: Routledge.
- Scott, J. L., Straker, D. Y., & Katz, L. (Eds.). (2008). *Affirming Students' Right to Their Own Language: Bridging Language Policies and Pedagogical Practices*: Routledge/National Council of Teachers of English.
- Shohamy, Elana & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 7: Language Testing and Assessment*. Springer.
- Skutnabb-Kangas, T., Phillipson, R., Mohanty, A. K., & Panda, M. (Eds.). (2009). *Social Justice through Multilingual Education*. Bristol/Buffalo/Toronto: Multilingual Matters.
- Street, Brian & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 2: Literacy*. Springer.
- Torres-Guzmán, M., & Gómez, J. (Eds.). (2009). *Global Perspectives on Multilingualism: Unity in Diversity*. New York: Teachers College Press.
- Van Deusen-Scholl, Nelleke & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 4: Second and Foreign Language Education*. Springer.
- Warriner, D. S. (2007). Transnational Literacies: Immigration, Language Learning, and Identity. *Linguistics and Education*, 18(3-4), entire issue.
- Wei, L., & Martin, P. (2009). Conflicts and Tensions in Classroom Codeswitching. *International Journal of Bilingual Education and Bilingualism*, 12(2), entire issue.