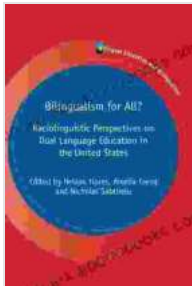


Raciolinguistic Perspectives on Dual Language Education in the United States



Bilingualism for All?: Raciolinguistic Perspectives on Dual Language Education in the United States (Bilingual Education & Bilingualism Book 125)

by Jay Allen Westover

★★★★★ 5 out of 5

Language : English
File size : 5961 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Print length : 501 pages



Edited by Ofelia García, Li Wei, and Stephen May

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This book explores the raciolinguistic dimensions of dual language education (DLE) in the United States, with a specific focus on the experiences of Latinx and Asian American students. The authors argue that DLE programs must be designed and implemented in ways that are responsive to the unique linguistic and cultural needs of these students.

They also call for a more critical understanding of the role that race and racism play in the implementation and outcomes of DLE programs.

The book is divided into three parts. The first part provides a theoretical overview of raciolinguistics and its implications for DLE. The second part presents case studies of DLE programs in different parts of the United States. The third part discusses policy implications and recommendations for future research.

This book is a valuable resource for researchers, policymakers, and educators who are interested in the field of DLE. It provides a comprehensive overview of the current state of research on the raciolinguistic dimensions of DLE and offers important insights into the challenges and opportunities that face these programs.

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- Chapter 3: Case Studies of Raciolinguistic Perspectives in Dual Language Education
- Chapter 4: Policy Implications and Recommendations for Future Research

Reviews

"This book is a major contribution to the field of dual language education. It provides a comprehensive overview of the raciolinguistic dimensions of DLE and offers important insights into the challenges and opportunities that face these programs. The authors argue that DLE programs must be designed and implemented in ways that are responsive to the unique linguistic and cultural needs of Latinx and Asian American students. They also call for a more critical understanding of the role that race and racism play in the implementation and outcomes of DLE programs. This book is a must-read for researchers, policymakers, and educators who are interested in the field of DLE."

- Ofelia García, Professor of Linguistics, City University of New York

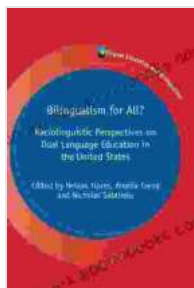
"This book is a timely and important contribution to the field of dual language education. The authors provide a much-needed critical analysis of the raciolinguistic dimensions of DLE and offer valuable insights into the experiences of Latinx and Asian American students in these programs. The book is well-written and accessible to a wide range of readers, including researchers, policymakers, and educators. I highly recommend this book to anyone who is interested in learning more about the raciolinguistic dimensions of DLE."

- Li Wei, Professor of Linguistics, University of California, Irvine

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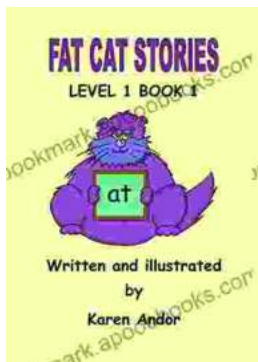


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