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## RESOURCES and FURTHER READING

Baker, C. (1997). *Foundations of Bilingual Education and Bilingualism*. Clevedon, England: Multilingual Matters.

This book is a remarkable source for gaining a broad understanding of second language acquisition, bilingualism, and bilingual education. As its name implies, each section provides a solid foundation of information on which readers can build and explore topics of interest in further detail. Baker not only synthesizes theory and research but also contributes his own work in the areas of language attitudes and the Welsh context of bilingual education. The book provides a much-needed international perspective on issues of bilingualism and bilingual education.

Corson, D. (2001). *Language Diversity and Education*. Mahwah, NJ: Erlbaum.

This recent volume, intended primarily for graduate students, draws upon a variety of disciplines including sociolinguistics, applied linguistics, psycholinguistics, anthropological linguistics, and education. The work explores the range of language varieties that currently exist in many schools, including standard and nonstandard varieties, bilingual and ESL education, and gendered and culturally different discourse norms. The framework is embedded in language, power, and social justice. The chapter on Research Methods draws upon several studies that have used non-traditional or combinations of methods to investigate issues of language and power in educational settings.

Corson, D. (1999). *Language Policy in Schools*. Mahwah, NJ: Erlbaum.

The focus of this book is to provide a working tool or handbook for educators investigating language policy and language practice in their schools. The book provides a framework of critical policymaking and language planning for social justice and provides educators with the tools necessary to investigate language policy and language use in schools. Each chapter ends with "Discussion Starters"—questions that are meant to prompt readers to reflect on the chapter and relate the information to their personal experiences. The final chapter is devoted to summarizing the questions that can guide educators' investigation of school language policy and examining issues of critical policymaking.

Hurley, S.R. & Tinajero, J.V. (Eds.). (2000). *Literacy Assessment of Second Language Learners*. Boston: Allyn and Bacon.

In this volume, contributors address the concerns of practitioners and scholars regarding the dearth of literacy assessments for English language learners. Many of the contributors provide case studies and vignettes to illustrate issues with and applications of literacy assessments. The editors explore the connection between first and second language literacy, and the connection between oral language and literacy. Other authors contribute holistic writing rubrics that show how assessments conducted in both first and second languages are essential in order to gain a more accurate and overall view of a student's work. Each chapter ends with questions for discussion. Overall, the book combines theory with rubrics, graphics, and other tools intended to facilitate literacy assessment in the classroom.

Perry, T. and Delpit, L. (Eds.). (1998). *The Real Ebonics Debate: Power, Language and the Education of African American Children*. Boston: Beacon Press.

The 1996 Oakland, Calif. school board's decision requiring all schools in the district to participate in a Standard English proficiency program was followed by tumultuous debate surrounding the position and use of Ebonics in schools. As a result of the debate, the editors of this volume chose to compile a rich and vast array of work from educators, linguists, practitioners, and students. Each piece provides a distinct viewpoint and clear voice in the Ebonics debate. In addition, the volume adds depth and insight into any conversation of language, power, and identity.

Samway, K.D. and McKeon, D. (1999). *Myths and Realities: Best Practices for Language Minority Students*. Portsmouth, NH: Heinemann.

This small volume provides readers with accessible information regarding best practices for educating language minority students. The book is organized into nine broad topic areas, arranged to counter the myths surrounding the education of language minority students. Some of the topics include demographics, enrollment, first and second language instruction, and assessment. Myths are listed under each of the nine topics and are followed by a concise reality statement, which is based on recent and relevant research. In total, the authors dispel over 40 myths. Practitioners will find this handy, especially in the current context of meeting the needs of English language learners.

## WEB SITES and ONLINE RESOURCES

### <http://www.iteachilearn.com/cummins/>

This Web site is devoted to the teaching and learning of language for culturally and linguistically diverse (CLD) students. The scope of the site is broad, ranging from excerpts of Dr. Cummins' own work, including papers recently presented, to resources for teachers of culturally and linguistically diverse students. The links provide practitioners with an enormous array of additional resources, including governmental and private education sites and teaching tools for educators.

### <http://ourworld.compuserve.com/homepages/JWCRAWFORD/>

This Web site is Jim Crawford's Language Policy Emporium. The site, which includes current event topics of national concern such as bilingual education and English Only, is meant to stimulate discussion surrounding the sociopolitical context of educating culturally and linguistically diverse students. Crawford's most recent work is also accessible directly from this site. This site is one of the top sites in the U.S. devoted to issues of language policy.



# VIDEOS

**Student Voices: English Language Learners. (2000). The Northeast and Islands Regional Educational Laboratory at Brown University, Providence, RI.**

This 30-minute video is designed to highlight the educational experiences of nine English language learners in secondary public schools. The video is organized around three themes: isolation and barriers, teachers and guidance, and strength and resilience. The students offer compelling suggestions for how educational reformers can and why they should work toward inclusion and equity in education.

**Where the Spirit Lives. (1989). Studio Entertainment, New York.**

Based on language policy toward Native Indian groups, this 97-minute video captures the lives of two Native Indian children who were taken by the government and institutionalized with other children. The video reveals how children were forced to cut ties to their families, language, culture, and identity. This is an engaging and useful video for educators interested in understanding how national language policies were implemented and their impact on the lives of children and Native Indian families.





## The Northeast and Islands Regional Educational Laboratory

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*a program of The Education Alliance at Brown University*

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