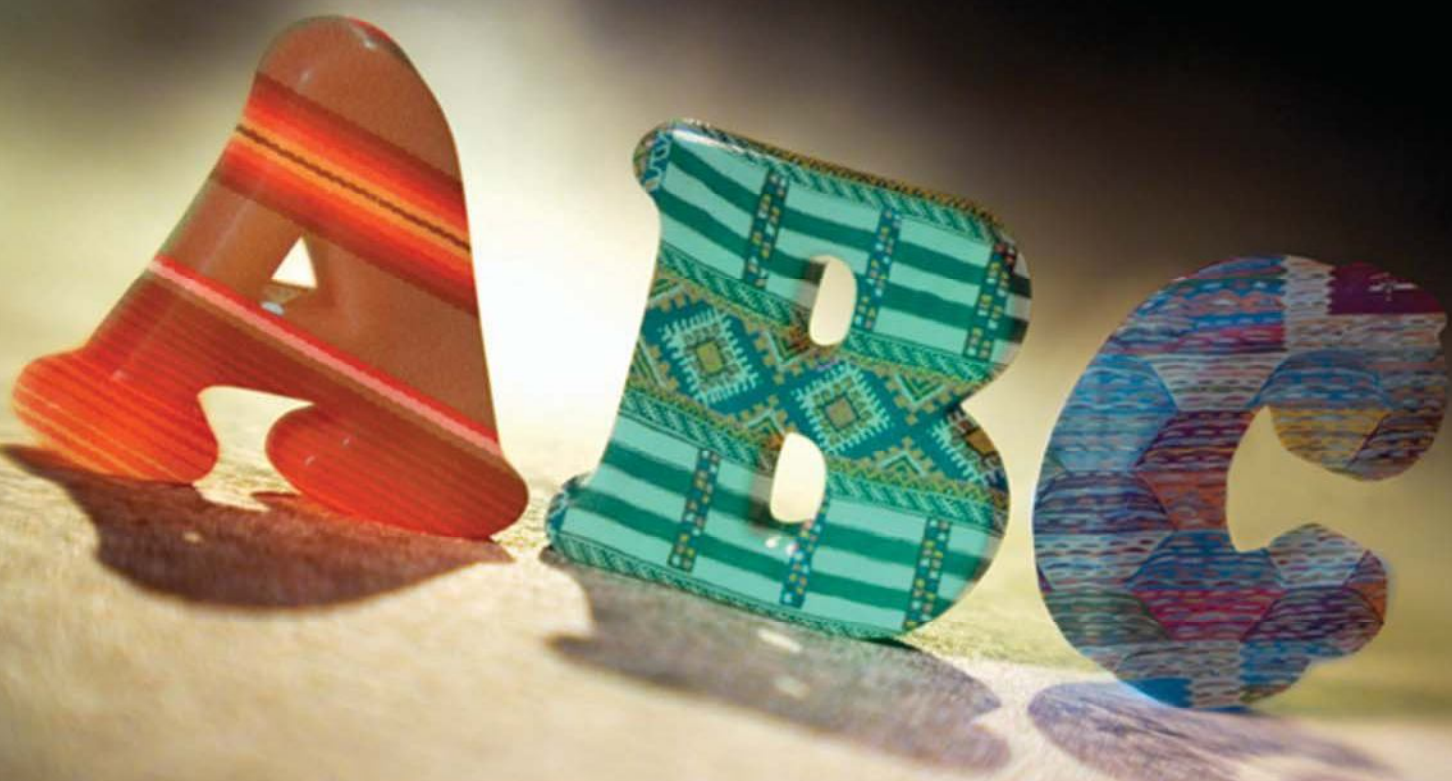


*Encyclopedia of*  
**BILINGUAL  
EDUCATION**



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JOSUÉ M. GONZÁLEZ  
Editor

*Encyclopedia of*  
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# About the Editor

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**Josué M. González** is Professor of Education at the Mary Lou Fulton College of Education at Arizona State University, in the division of Educational Leadership and Policy Studies. He is also the director of the Southwest Center for Education Equity and Language Diversity at ASU. Dr. González received an EdD in Educational Leadership from the University of Massachusetts at Amherst in 1974. Known internationally for his work, Professor González was an early innovator in bilingual and dual-language education. As early as 1967, he wrote curriculum materials and designed programs at all levels, from elementary to graduate school. He has written extensively in that field and has lectured widely. He has helped train future teachers and other school leaders and has held faculty appointments at Chicago State University,

Southern Methodist University in Dallas, and Teachers College in New York City. He has also held adjunct appointments at Roosevelt University in Chicago and George Mason University in Virginia.

When the U.S. Department of Education was organized by President Jimmy Carter, Dr. González was appointed the first director of the Office of Bilingual Education and Minority Languages Affairs under the nation's first Secretary of Education, Shirley Hufstедler. He was president of the National Association for Bilingual Education (NABE) from 1986 to 1987 and has served on several advisory committees and commissions. From 1999 until 2006, Dr. González was coeditor of the nation's premier professional journal in the field, the *Bilingual Research Journal*.



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# Introduction

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An appropriate way to open an encyclopedia of bilingual education is to define the term in brief. The simplest definition is that *bilingual education is the use of two languages in the teaching of curriculum content in K–12 schools*. This definition is most germane to the United States, the country that is the focus of this encyclopedia. Other nations and cultures define bilingual education differently. There is an important difference to keep in mind relative to bilingual education on the one hand and the study of foreign languages as school subjects on the other. In bilingual education, two languages are used for instruction, and the goal is academic success in and through the two languages. The traditional model of foreign-language study places the emphasis on the acquisition of the languages themselves. Several entries in this encyclopedia describe emerging efforts to bring these two segments of the language-teaching world into a more unified effort.

## Design of the Project

The task of assembling this encyclopedia of bilingual education in the United States was complex because the material does not come from a single discipline. It is embedded in several domains of knowledge: applied linguistics, politics, civil rights, various versions of historical events, and of course, classroom instruction. Procedurally, with the help of a small but enthusiastic editorial board and doctoral students, we began by developing an initial list of headwords that encompassed a cross section of relevant information from all of these fields and others. The result was a listing of over 300 discrete topics. We then organized the topics into several categories focused on the following:

- Family, Communities, and Society
- History

- Instructional Designs
- Languages and Linguistics
- People and Organizations
- Policy Evolution
- Related Social Sciences
- Teaching and Learning

In the front matter of the encyclopedia, readers will find a List of Entries, with all topics organized alphabetically, as well as a Reader's Guide, with topics organized by category.

A work of this type requires a huge storehouse of knowledge and experience and a common desire to package information in particular ways. An important function of the general editor is to search for and mobilize those who have the knowledge and convince them to share it in this way. Although most of the contributors are university people, they all agreed to dispense with the academic writing style they commonly use and instead employ a style intended to communicate the information to a wide readership. Having worked for more than 40 years in this field, I had personally experienced many of the trends and events on the initial list. I had also met many of the people who helped to shape the field from the beginning. More recently, I have been privileged to be part of the faculty of the Mary Lou Fulton College of Education at Arizona State University (ASU), home to an exquisite cadre of experts on literacy, English as a second language, policy, and bilingual education. I called on these friends and colleagues to pitch in, and they did so with gusto.

After an initial schema was put on paper outlining the corpus of work by category and title, the list was circulated to colleagues around the country who made suggestions for additions, deletions, and alternative ways of parsing and organizing the topics. Most of these reviewers were pleased to critique the list and volunteered themselves or others to prepare entries.

With this high level of help and support, locating contributors to write the entries was not difficult.

### Contributors

The editorial board and I made a decision early on that we wanted this work to be a mix of contributions by seasoned scholars and researchers on the one hand and, on the other, promising doctoral students who might someday be listed as leading scholars themselves. We wanted the work of writing and rewriting to be another learning experience for these junior colleagues. We often paired up a senior person with one of his or her graduate students to review the entry and early drafts. Several contributors commented that the process felt somewhat like a “handing off” by senior people to those who will follow them in this work. The high quality of the results validates this intergenerational approach.

More than 150 authors wrote for the project. I thank them all for their diligent work and for helping us bring in the project on schedule. The graduate students and their mentors alike approached the task of preparing entries with enthusiasm. Several told us of their desire to portray the often controversial topics evenhandedly. Recognizing that loose rhetoric has clouded some aspects of bilingual education over the years, faculty members and editorial board members worked with entry writers to avoid the conceptual traps, assumptions, and easy generalizations that sometimes plague a complex and controversial field such as this. Drafts were reviewed with a view to shaping the entries so as to be helpful to a wide array of users.

### Purpose and Content

As general editor, I often asked writers to picture who might use the book and under what circumstances. Imagine, I suggested, a young journalist rushing breathlessly to the reference librarian’s desk and asking the best starting point to learn about some aspect of bilingual education in order to complete a story on deadline. The librarian suggests our encyclopedia for its design because, more or less uniformly, the entries give enough information, in a compact way, to allow this user to draft an outline for his assignment. The lists of Further Readings at the end of each entry allow the user to dig deeper into specific subtopics as needed. In effect, the Further Readings serve the user as a vertical expansion of the first entry they consult. The cross-references allow for an equivalent horizontal articulation

by listing other entries in the book the user might find valuable. By reading two or three additional entries from among those listed in the cross-references, our young journalist would be able to draft his story. Finally, by selecting from the recommended readings, an in-depth look is possible within a short time.

Most of the entries in this encyclopedia are straightforward informational pieces without editorial comment. Other entries would be of little interest, and hardly credible, if they did not reflect the fact that the field of bilingual education is dynamic, controversial, and subject to multiple perceptions of reality. Ignoring these aspects of the field would be a disservice to the end user. We chose to take note of these dynamics and point out where they live: in schools, research centers, legislative bodies, advocacy organizations, and families.

### Nature of the Work

This encyclopedia was not designed to push the envelope of new knowledge. We leave that function to the academic journals and scholarly books in which research and new insights are usually reported. The function of this encyclopedia is to collect and synthesize the knowledge base that is already well accepted and that has been well researched both in the United States and abroad. A handful of entries, however, go beyond the requirements of mere information giving. A small number of distinguished specialists in the field were invited to prepare entries that combine information with expert opinion or advocacy positions. The result is a group of very special entries that round out the history and current status of bilingual education in the United States with commentary on particular contexts, situations, and developments. We believe these additions to the informational content of most entries may help the reader reflect on the matrix in which bilingual education is embedded. These items are identified with a note accompanying the entries.

Readers are reminded that this work is a compendium of information on bilingual education and related topics *in the United States*. While bilingual education in this country is not completely unique, the context in which it has evolved does reflect an “American way” of thinking about languages and education and the relationship between the two. I made the judgment that greater clarity and focus on the U.S. context might be gained through an international perspective. In particular, the entries by Colin Baker, Ofelia García, Betty Merchant and Michaela Steele,

and Richard Ruiz provide such international insights, while keeping a sharp focus on the U.S. context.

Readers should also understand how topics may be presented elsewhere. The encyclopedia contains many Spanish words and proper names, some of which require diacritical markings such as the acute accent over vowels. The *ñ* also makes an appearance in various places. In Spanish, these are conventions of spelling and so we have followed them here. In English, however, they may not be used consistently and create problems in Internet searches. If a search for accented words on the Internet or in a digital database fails to return results, repeat the search without the accents or type *n* instead of *ñ* as needed. Our apologies, but this is the state of the art at the moment.

### Acknowledgments

There were many persons at Arizona State University and elsewhere who contributed in important ways to the content, spirit, and logic of this project. I am especially appreciative of the work of the editorial board. Terrence Wiley, Wayne Wright, and Nancy Zelasko were superb collaborators. The simple but honest explanation of their contributions is that the work would have never been done without their keen understanding of the task and its possibilities, as well as their willingness to write, edit, recruit authors, and gently berate those who took too long to complete assignments.

Even with wonderful Internet researchers willing to help, the task of checking all facts and citations in over 300 entries is daunting. That was my responsibility. If any facts got by me with less than total accuracy, it was my omission and not that of the authors.

In the Southwest Center for Education Equity and Language Diversity, where I work, several persons deserve special mention for their work behind the scenes. Silvia Noguerón and Gerda de Klerk shared the job of managing editors, responsible for the flow and early reading of entries. By the time the project approached completion, Silvia had become a trusted editor in

English, her own second language. Pauline Stark, my administrative associate, demonstrated that she can also do a mean job of proofreading and tightening up of loose text. In her usual quiet way, Elsie Szecsy periodically asked how she could help. She would usually walk away with additional work, which she completed efficiently. Lani Asturias left before the project was complete, but during her stay served as the Internet connection, doing biographic and bibliographic fact-checking. Ha Lam went away to join her husband in Alaska, but not before writing and editing an important set of entries. My debt of gratitude to these fine coworkers is enormous.

I was especially pleased that in a work devoted to bilingual education, speakers of many languages were involved. In the Center alone we had representation from native speakers of Afrikaans, Chinese, Korean, Spanish, and Tagalog. The blending of accents was a daily reminder that bilingual education exists because the United States has become a microcosm of the linguistic world. Among our faculty colleagues, languages too numerous to name were represented. Most important, it was the delight that everyone took in this polyglot place that made us smile as we worked. A special note of gratitude is owed to our interim Dean of Education, Sarah Hudelson, who not only supported the project in every way possible; she also rolled up her own sleeves to write important entries.

Finally, I wish to acknowledge the facilitating role played by the Sage reference staff every step of the way, from our first contact with the acquisitions editor, Diane McDaniel; to developmental editors Sara Tauber and Sanford Robinson; our technology specialist, Leticia Gutiérrez; reference systems coordinator Laura Notton; the books production team, led by Kate Schroeder; and the copyediting team, Carla Freeman and Robin Gold. They are outstanding professionals, ever ready to help a beleaguered editor. For that, I humbly thank them.

*Josué M. González*