



ECOLOGY OF LANGUAGE RESEARCH

ECOLOGY AND IDEOLOGY IN MULTILINGUAL
CLASSROOMS

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RESEARCH ON INTERNATIONAL LANGUAGE
EDUCATION PROGRAMS

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Three Themes in Language Policy and Practice

Languages are understood to

1. Evolve, grow, change, live and die in an eco-system - ***language evolution***
2. Interact with their sociopolitical, economic, and cultural environments - ***language environment***
3. Become endangered if there is inadequate environmental support for them - ***language endangerment***

Positioning Language

- Teachers support native languages of the students even though they don't speak their NLs - citing ideologies underlying additive bilingualism.
- Teachers ignore NL of students.
- Teachers treat students who share a common NL but from politically different ideologies as a homogeneous group - overlooking their differences in their perceptions of each other.
- Teachers use class-generated texts in NL as a mediation tool to position NL alongside the official language.

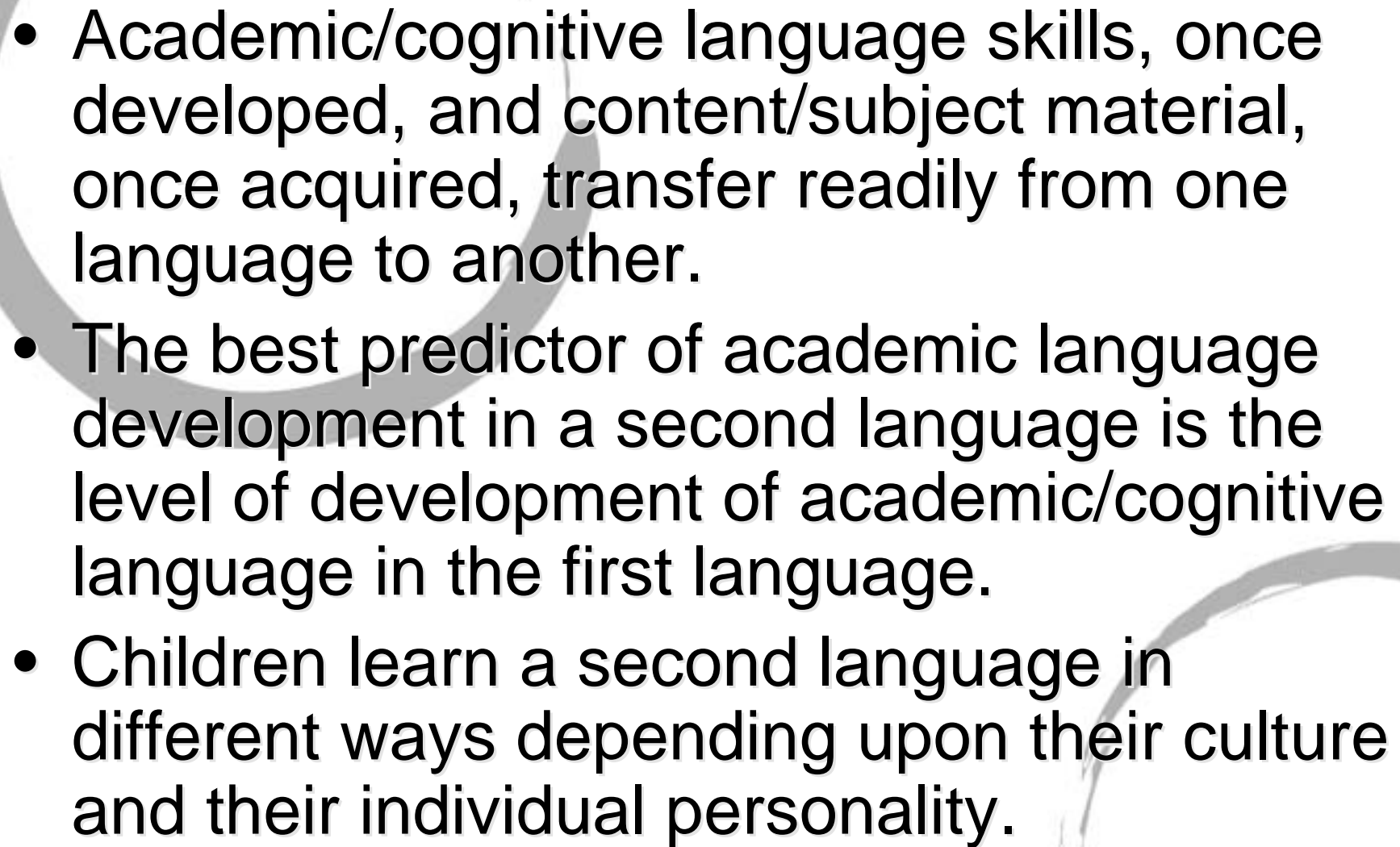
Reversing Policies and Ideologies at the Macro/Micro Levels

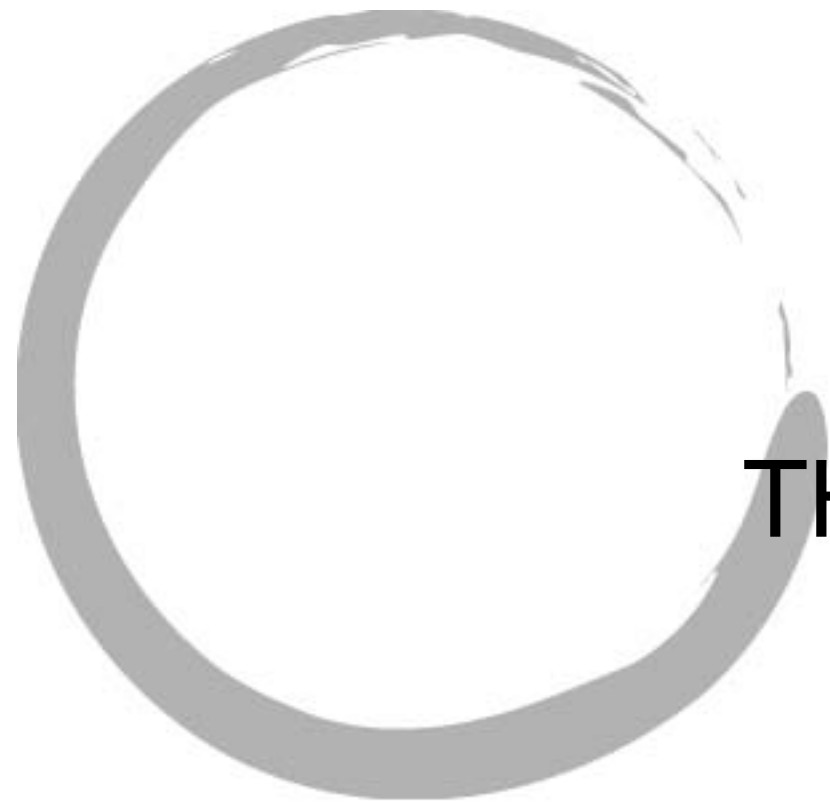
- Macro level - working with parents, communities, & policymakers to advocate for bilingual education.
- Micro level - teachers drawing on the collective, collaborative text production of children - re-sourcing resources.

International Research on Bilingual Education

Review of research for World Bank (Dutcher, 1995):

- Success in school depends upon child's mastery of academic language, different from home/social language.
- The development of academic language requires 4-7 years of formal instruction.
- Students most easily develop literacy skills in a familiar language.
- Students most easily develop cognitive skills and master content material when taught in a familiar language.

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- Academic/cognitive language skills, once developed, and content/subject material, once acquired, transfer readily from one language to another.
 - The best predictor of academic language development in a second language is the level of development of academic/cognitive language in the first language.
 - Children learn a second language in different ways depending upon their culture and their individual personality.



THE END

