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## David E. DeMatthews and Elena Izquierdo (eds.): Dual Language Education: Teaching and Learning in Two Languages

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**David E. DeMatthews and Elena Izquierdo (eds): Dual Language Education: Teaching and Learning in Two Languages**  
**Springer Nature, Switzerland AG, 2019, xviii + 231 pp, Hb 103,99 €**  
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This edited volume includes the contributions of a respected community of scholars, many well-known figures in the field of bilingual education. The book presents a comprehensive and interdisciplinary examination of dual language (DL) education, an additive bilingual education approach for English language learners, currently identified as emergent bilinguals (EBs). Although the focus of this volume is on DL and the bilingual education context in the state of Texas, and particularly along the US-Mexico border, it nevertheless provides information for principals, teachers and teacher preparation programs with implications that are relevant for other states within the US. Written in three parts, it presents a comprehensive analysis of DL education considering the academic, sociocultural, political and economic aspects of language policy. The authors set the stage in the first chapters by introducing the reader to the many challenges faced by the Mexican American and immigrant communities related to education along the US-Mexico border. Through the lens of Latinx Critical Race theory as the framework for analysis, it details the multiple inequities faced by Latinx students, with DL programming representing the most appropriate solution to address these challenges.

Part 1 comprised of four chapters, details the context of education for Latinx EBs, outlining the many hardships and inequities related to language policy, funding, assessment and curriculum, and the special challenges present in the education of EBs with special needs. It begins with a historic overview of bilingual education in Texas (Hinojosa) and how the many policies, supposedly meant to address challenges and correct inequities, in reality have perpetuated the status quo. Such is the case of the introduction of policies that considered bilingual education as a remedy to correct a deficit, rather than considering multilingualism as cultural capital. The complexities present in the education of Latinx within the state are further analyzed in the chapters that follow through an examination of inequities present in school finance in Chapter (Knight and Mendoza), and the assessment of EBs, including EBs with disabilities (Ovando, Maddocks, and Valenzuela). This first Part closes with a chapter that calls educators and school administrators to action at the local grassroots level (Reyes). The author highlights how the policies based on hegemonic ideologies in fact, have perpetrated the marginalization of the Latinx communities. Reyes advocates for collaboration between teachers and school administrators, to forge localized counter pedagogies that can humanize and transform the education of its students.

The chapters in Part Two present an in-depth analysis of bilingualism, biliteracy and the effectiveness of the DL education model. It begins with a chapter by Thomas and Collier, which summarize the findings of the authors' many years of research, demonstrating the value of the DL model, (research already recognized by bilingual educators for many years). Here they present to the educational leadership community the value of DL program as a way to transform the education of EBs in schools. The DL model is contrasted to the more widely used transitional bilingual education model (TBE), which is an example of bilingual education that views the student's native non-English language as a deficiency to be corrected, rather than an asset. In the chapters that follow, the reader can develop a deeper understanding of the many intricate details present in the development of EBs. The chapter by Garcia introduces a conceptual framework to analyze the linguistic development of young EBs who learn a majority language while also

continuing to develop their native, minority language. It is followed by a chapter by Johnson, García & Seltzer that explains the role of translanguaging in bilingual education. They describe how the use of translanguaging, as a linguistic resource for EBs can be applied in DL instruction, where students make use of all their linguistic resources. Proper instructional approaches that make use of translanguaging can help EBs to make meaning of texts and attain deeper understanding of the content taught. This Part concludes with a chapter by Niño and Aleman, which is a call to action for school leaders to face the challenges present in their diverse settings. The authors urge school leaders to embrace the cultural assets of their school communities while leading students to success through innovations that address the challenges. This chapter serves as a bridge between recommendations within DL classrooms to recommendations for the leaders of DL programs.

Part Three centers on research conducted in the El Paso school district, along the US-Mexico border, serving a large population of Mexican American students who are EBs. The section illustrates how appropriate educational practices implemented at the leadership level can promote school success. This section of the book represents its major contribution to the field of bilingual education, presenting appropriate practices for school leaders, which adds to our knowledge of what works in the classroom for EBs. It begins with chapter by Izquierdo, DeMathews, Knight & Coviello presenting an exploratory study of one superintendent's practices to support DL programs while addressing social justice. The next chapter by Izquierdo, DeMathews, Balderas & Gregory presents a qualitative study of an exemplary school principal who developed innovative inclusive school programs to meet the needs of her students. Then, a school leadership framework is presented in the next chapter in the next chapter by DeMathews, Izquierdo & Kotok and the section closes with a chapter by Howard and Lopez-Velásquez that addresses the shortage of qualified DL teachers, making recommendations for recruitment, retention, selection and workplace climate. The book ends with a summary and implications for future practice.

A most notable aspect of this book is the combination of research from the perspectives of both education practitioners and educational administrators; representing a novel approach to studying bilingual education, combining recommendations for teachers, as well as educational leaders. The volume is suited for researchers in academia and faculty who prepare teachers and school administrators.

**Alcione N. Ostorga** is a Professor in the University of Texas Rio Grande Valley, Edinburg, Texas. Her scholarly work focuses on developing Latinx teacher candidates for bilingual education with an emphasis on the development of professional identities and teacher agency.