

**Multilingual Education Policy and Practice: Ten Certainties
(Grounded in Indigenous Experience)**

Multilingual education – an instance of biliteracy

What do we know about contexts – and spaces – for multilingual education?

Certainty one: National multilingual language education policy opens up ideological and implementational spaces for multilingual education.

Certainty two: Local actors may open up agentive spaces for multilingual education as they implement, interpret, and perhaps resist policy initiatives.

Certainty three: Ecological language policies take into account the power relations among languages and promote multilingual uses in all societal domains.

What do we know about media – and modalities – of multilingual education?

Certainty four: Language status planning and language corpus planning go hand in hand.

Certainty five: Models of multilingual education instantiate linguistic and sociocultural histories and goals in each context.

Certainty six: Communicative modalities encompass more than written and spoken language.

What do we know about the development – and transfer – of language and literacy in multilingual education?

Certainty seven: Classroom practices can foster transfer of language and literacy development along receptive-productive, oral-written, L1-L2 dimensions and across modalities.

What do we know about content – and identities – in multilingual education?

Certainty eight: Reclaiming the local.

Certainty nine: Reaffirming our own.

Certainty ten: Revitalizing the Indigenous.

Indigenous experiences in multilingual education

Kayarani School and Bolivia's 1994 Education Reform (Cochabamba, Bolivia 2000)

VII-EIB Congress and Bolivia's 2006 Proposed Education Law (Cochabamba, Bolivia 2006)

Kura kaupapa Māori in Aotearoa/New Zealand (Hamilton, New Zealand 2002)

Amazonian *Professores Indios'* course in Acre, Brazil (Rio Branco, Brazil 1997)

PROEIB Andes Workshop with Indigenous Educators (Cochabamba, Bolivia 2004)

Continua of Bilinguality

traditionally less powerful <-----> traditionally more powerful

Contexts of bilinguality

micro <-----> macro

oral <-----> literate

bi(multi)lingual <-----> monolingual

Media of bilinguality

simultaneous exposure <-----> successive exposure

dissimilar structures <-----> similar structures

divergent scripts <-----> convergent scripts

Development of bilinguality

reception <-----> production

oral <-----> written

L1 <-----> L2

Content of bilinguality

minority <-----> majority

vernacular <-----> literary

contextualized <-----> decontextualized

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Hornberger, N. H., & Skilton-Sylvester, E. (2000). Revisiting the continua of bilinguality: International and critical perspectives. *Language and Education: An International Journal*, 14(2), 96-122.

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