**Mini Investigation #4**

**Monoglosic and Heteroglossic**

**Bilingual Education Policy & Planning**

Read: Chapters 10 & 11

Review:

Table 10.2 Types of Monoglossic Bilingual Education & Characteristics, p.241

Table 11.5 Types of Heteroglossic Bilingual Education and Characteristics, p.282

Write a 6-8 page paper using the following questions to demonstrate your understanding about monoglossic and heteroglossic beliefs, ways in which different states or groups plan for bilingual education, the relationships between majority and minoritized groups and specific advantages and disadvantages across bilingual education program models.

**Mini-Investigation #4 Due Wednesday, November 13. Virtual or hard copies of “first draft” should be brought to class for a discussion of your findings.**

**After class, revise draft based on class discussions, and submit the “final draft” to turnitin by Friday, November 15 5pm**

* Please address each of the 5 prompts.
	+ Identify how monoglossic and heteroglossic beliefs impact the planning of different types of bilingual education programs.
	+ Discuss different ways in which different states or groups have planned for bilingual education for minorities and majorities. Provide specific examples and details e.g. US, Latin America, Africa, Deaf Community, Hawaii, Navajo, Canada. These are just a few states and groups discussed in both chapters. Select 2 programs models from heteroglossic and 2 program models from monoglossic to use as examples.
	+ Compare and contrast relationships between majority and minoritized language groups in bilingual education policy and program planning for monoglossic and heteroglossic.
	+ Discuss advantages and disadvantages of specific monoglossic and heteroglossic bilingual program models e.g Heteroglossic--immersion, developmental, poly directional or Two Way Immersion (Dual Language) CLIL and multiple multilingual and Monoglossic—Transitional BE, Maintenance BE, Prestigious and Immersion BE
	+ What you found most interesting or important about the monglossic and heteroglossic policies and programing planning for bilingual education?