# Article information:

变语 |牛津研究教育百科全书  
<https://oxfordre.com/education/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-181>

# Article summary:

1. The dominant language ideologies in language research during colonial and modernist periods reinforced the concept of "one language, one nation" and strengthened the power of named languages.

2. Traditional language separation in bilingual education is being questioned, and the term "translanguaging" or "code-switching" is used to describe how bilingual individuals use their language resources to create meaning and communicate.

3. Bilingualism should be viewed as dynamic, and individuals' language repertoires are unique to their social contexts and communication needs, going beyond the use of named languages.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article discusses the evolution of language ideologies and their impact on bilingual education. It highlights the limitations of traditional models such as subtractive and additive bilingualism and proposes a dynamic approach called translanguaging or code-switching. The author argues that this approach better reflects the complex language practices of bilingual individuals and communities.

Overall, the article provides a comprehensive overview of the topic and draws on a range of sources to support its arguments. However, there are some potential biases and limitations to consider.

Firstly, the article focuses primarily on Western perspectives on bilingualism and language education. While it acknowledges the long-standing multilingual traditions in Asia and Africa, it does not explore these in depth or consider how they might challenge or complement Western approaches.

Secondly, while the article critiques traditional models of bilingualism for being too static and linear, it does not fully address how translanguaging might be implemented in practice or what challenges it might pose for educators. For example, how can teachers effectively support students who are using multiple languages simultaneously? How can assessment be adapted to reflect this approach?

Thirdly, while the article emphasizes the importance of recognizing all languages as valuable resources for communication, it does not fully address potential power imbalances between dominant and minority languages or how these might affect language practices in different contexts.

Finally, while the article presents a compelling case for translanguaging as a more dynamic approach to bilingual education, it could benefit from exploring counterarguments or alternative perspectives. For example, some scholars have argued that code-switching can lead to confusion or hinder language development if not used strategically.

In conclusion, while the article provides a useful introduction to current debates around bilingualism and language education, readers should be aware of its potential biases and limitations. Further research is needed to fully understand how translanguaging can be effectively implemented in diverse educational contexts.

# Topics for further research:

* Multilingual traditions in Asia and Africa
* Challenges of implementing translanguaging in practice
* Supporting students who use multiple languages simultaneously
* Adapting assessment to reflect translanguaging approach
* Power imbalances between dominant and minority languages
* Counterarguments to code-switching and translanguaging approach

# Report location:

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