

authors is to introduce a topic and then dig deeper into it or examine it from another angle. Some chapters don't feel like self-contained units, which reflects how the themes overlap; for example, identity construction, language ideologies, and hegemony are pertinent to discussions of education, media, and historical studies. As a text which offers a critical approach to the study of language, this book meets its goal of exposing inequalities and bias and interrogating "common-sense" perspectives. One hopes there will soon be a Spanish translation available, especially for Spanish speakers outside the U.S. who are interested in el español estadounidense.

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The Coral Way Bilingual Program by Maria R. Coady. Multilingual Matters, 2019, 168 pp.

The growth of two-way immersion (TWI) bilingual education (also often called 'dual language') has been significant in recent decades. Accompanying this growth has also been an increasing body of research in the field of dual language bilingual education (DLBE) directed at better understanding the successes and shortcomings of program models (e.g. Cervantes-Soon, 2014; Thomas & Collier, 2002) teaching and leadership practices (e.g. DeMatthews & Izquierdo, 2017; Palmer & Martínez, 2013) and the overall goals of DLBE (e.g. Palmer, Cervantes-Soon, Dorner & Heiman, 2019). The TWI program model has been both lauded for its literacy and academic language benefit (Thomas & Collier, 2009; de Jong, 2004), as well as cautioned against for the ideological constraints that risk the gentrification of such programs (Palmer, 2010; Valdez, Freire & Delavan, 2016). In the book *The Coral Way Bilingual Program* author Maria R. Coady, explores the complex circumstances that resulted in the implementation of the first TWI program in the U.S. By situating the present implementation of TWI in its past success Coady demonstrates how bilingual education programs can be established in restrictive sociopolitical climates. Coady's analysis explores the early years of the TWI experiment at Coral Way, from 1961 to 1966, addressing the themes of sociopolitical context and leadership (ch. 1), the bilingual education program model (ch. 2), teacher education and professional

development (ch. 3), the development of educational curriculum and teaching methodology (ch. 4), the outcomes of the early program (ch. 5), and the growth of a bilingual network (ch.6).

Dedicated to and building on the work of Richard Ruíz, Coady uses his 'Language as a Resource' framework to contextualize the bilingual education program at Coral Way during its inception in the 1960s, working to demonstrate the multifaceted and complex elements that came together to result in a successful experiment and the beginnings of a program model that could support language and literacy development in languages in addition to English within school settings.

The focus of the first chapter is to address the political and social circumstances that gave rise to the need for bilingual education within schools to support student learning. As a result of Operación Pedro Pan, the number of students arriving from Cuba and enrolling in Dade County Schools increased significantly in a short time span. Coady illustrates how the hiring of strong and expert leadership of Dr. Pauline Rojas and others, the determined pursuance to procure funding for the right kind of program, the fundamental support of Spanish speaking Cuban Aides, and the positive reception from the local bilingual community were all integral in the realization of the bilingual school experiment. The analysis of the multifaceted and complex elements set up by Coady demonstrate the intricate and interconnected mechanisms that must come together in order for a TWI program to be successful.

In Chapter 2, Coady explores in depth the design and initial implementation of the 50:50 two way model. Of the key elements credited for the success of the program, the essential planning time provided regularly for the teachers was supported as the most integral contribution (p.116). Though presented as successful there was a need for flexibility as the program was implemented including for shifts in schedules, report cards, and assessments; expansion of the catchment zone in early years and adjustments for demographic shifts within the catchment zone in later years; placement of students transferring into the program; and the need for improved response to student ability to read and write in each language.

Chapter 3 moves away from the analysis of elements that led to the overall success of the program to focus instead on the resources necessary to support the program. The most foundational of these was teachers aptly prepared to deliver high quality instruction in both Spanish and English. While training

requirements of both English and Spanish speaking teachers are addressed, Coady focuses more readily on that of the Spanish speaking teachers, as the arduous process of retraining to earn their Florida teaching credential merits detail. All teachers participated in professional development and collaboration in grade level groups to analyze existing English curriculum. Additionally, Spanish teachers designed and planned materials in Spanish to help students develop literacy skills in both languages. The teachers and Cuban aides who planned, revised, and collaborated to make decisions about curriculum and instruction were integral to the bilingual program for their contribution of work, but also through investment in the success of the program.

In Chapter 4, the specialized curriculum and materials required to support students learning in both languages is addressed. The bilingual program at Coral Way included both languages, Spanish and English as content areas as well as offering bilingual content in the other basic subjects. Considered pioneering at the time, the audiolingual method was used to progress second language learning in students. *The Miami Linguistic Readers* were developed for and used at Coral Way to support the acquisition of English as a second language (ESL) for students as a part of this method. In addition to language goals, they also worked to address cultural goals through American cultural references. The use of these readers eventually expanded to other states to be used as an ESL curriculum. Spanish-language curriculum was created by the Cuban, Spanish teachers and also included cultural components though the focus was more broad, described as pan-Hispanic.

Chapter 5 returns to the theme of Coral Way bilingual school as an educational and social experiment. Using the dissertation research data of Mabel Wilson Richardson, Coady is able to detail findings on academic achievement and language proficiency for students attending Coral Way between the years 1964 and 1966. The data are limited in their scope as there is not a comparison sample of English and Spanish speaking students from a monolingual English speaking school. The quantitative analysis of data prove, however, that the bilingual program did not negatively impact learning. More interesting are the qualitative findings that indicate student engagement in, positive student perceptions of, and strong parental satisfaction with the program (p. 206). Long-term, there is evidence that participation in the program

at Coral Way affirmed students' identities, resulted in vocational and economic benefit; and supported students' ability to construct identities (p. 215). More so, students have since demonstrated cultural adroitness, including skill at navigating the broader bilingual and bicultural community.

Though there was little opposition in the early years of the program, by 1965 dissent among parents emerged. Chapter 6 details both the dissent and the subsequent affirmation for the program that demonstrates both the restrictive political ideology present as well as the welcome reception that defined the community as interconnected and family-like, with the school serving as the "epi-center of the community" (p. 223). This resulted in both the expansion of the program model to other schools within Dade County, as well as national and international visitors that came to learn from the bilingual program model, thus cementing Coral Way as a significant contribution to the growing bilingual network across the U.S.

The more wide-ranging social and political context are returned to throughout this text to underscore the multiple and complex circumstances—"sociopolitical, economic, ideological, and experiential" (p. 236)—from which the bilingual program at Coral Way emerged and was successful. This focus serves to shine a light on the multifaceted systems, policies, and people at play in developing and implementing successful TWI bilingual programs both during the past as well as the present moment. Coady's examination of the bilingual program at Coral Way serves as a reminder to those researching the field today to zoom out to situate their work within the bigger picture when examining DLBE and to root our understanding of where we are now, where we want to go, in where we first began.

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