

## **At the Crossroad of Bilingualism, Biliteracy, and Bilingual Education: An Annotated Bibliography**

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**Abstract:** An annotated bibliography has become a common form of academic assignments in various courses as well as a fundamental part of writing research papers. As studies on annotated bibliographies are underrepresented in Indonesian academic research, this article presents a reflective, combinative annotated bibliography of foundational works in bilingualism, biliteracy, and bilingual education. Drawing on chapters of the seminal books, the writers provide six annotated entries highlighting major theoretical concepts, principles, and pedagogical insights in bilingualism, biliteracy, and bilingual education. The writers suggest that integrating an annotated bibliography into classroom instruction and class projects/assignments is necessary to enhance students' critical engagement with literature in bilingualism, biliteracy, and bilingual education.

**Keywords:** annotated bibliography; bilingualism; bilingual education; biliteracy; critical review

## **INTRODUCTION**

An annotated bibliography is a familiar format of scientific writing, particularly in the academic discourse of English-speaking universities. Beatty and Cochran (2020) state that an annotated bibliography has become a common form of students' assignments in various courses, in addition to being a fundamental part of composing research papers. An annotated bibliography can help students select materials for their research carefully, which, in turn, can help them defend their assignment with good or relevant references. The format does help students to create some kinds of 'shortcuts', especially for notetaking and citing references. It

offers handy assistance in composing more complex projects within any of the advanced studies for one excellent reason: it really can supply any research papers with focused and topical reviews of selected references quickly and properly.

In many universities in English-speaking countries, composing an annotated bibliography is necessary for students as a part of their academic assignments. One of the good examples is *The University of North Carolina at Chapel Hill Writing Center's* website, which specializes and concentrates on providing support for all kinds of academic writing services. The importance of compiling annotated bibliographies has provided substantial evidence to prove that students have done their homework in research: to research and find valid materials to back up their scientific claims or arguments. When it is done, any citation in an annotated bibliography can be used as guidance, a hint, or even a referential link for further studies to other students when they compose their papers. This opens up various types of developmental studies, such as fact-checking, topic elaborating, or continuing, and so forth. The UNC Writing Center further asserts that annotated bibliographies can also be very helpful resources for themselves, because they quickly pinpoint things that merit attention in certain work(s), what is worth focusing more and, naturally, what might be less important to discuss on particular topical conditions. The Centre analogy is worth mentioning here as it can be a very good reason for doing more articles on this type, making a list of recommended movies while giving careful opinions on why this or that movie deserves paying attention to (The University of North Carolina at Chapel Hill Writing Center, 2025).

The above analogy may seem very simple. Yet, the importance of making good recommendations has proved itself, or it goes with our nature, even in academic discourses. This is what Hacker and Sommers (2010) mean when they explain what questions an annotated bibliography should deal with. First, it should explain the main point(s) and the strength of the cited source(s) within the arguments. Next, it shows in what way the sources could relate to specific thesis or research topics. Then, an annotated bibliography can indicate the relationship between the cited source(s) and other relevant references. Lastly, the bibliography is helpful to denote why specific sources are worth the while in certain research topics. Hence, for students or even any advanced researchers, an academic work that contains such a good and careful recommendation is certainly worth their time to read.

Considering the importance of producing an annotated bibliography, it is little wonder that this type of academic paper is gaining growing popularity in English-speaking universities, just like Beatty and Cochran (2020) state previously. However, a rather discouraging case seems to occur when we turn our attention to our national education. Given the difficulty of

making or presenting exact measurements of the corpus of publication or research data in Indonesia from time to time, we resort to looking into our official research portal, *Garuda*, which is run and maintained by the Indonesian Ministry of Education, to show the research gap in this topic. What we propose is that a search for 'annotated bibliography' on the *Garuda* portal yielded only eight entries in English with no filters applied except for publication between 1986 and 2025 (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2025).

Another notable fact is that those eight articles are part of the corpus of more than 2,9 million articles available in the said portal within almost four decades. So, within the whole gamut of almost 40 years of national research activity, most Indonesian academicians hardly ever get interested in producing or considering an annotated bibliography. If we make a rough calculation, there is a loose span of 5 - 6 years before any single research paper emerged about this topic.

Based on the order of publication year, the first paper authored by Martha (1986) presented information on some relevant publications on the topic of *Geographic Information Systems* (GIS). The catch is that even though the paper bears a close resemblance to an annotated bibliography, the topic of discussion is geography, which has nothing to do with bilingualism or bilingual education. Another paper written by Marzuki (2012) discussed an annotated bibliography, but the focus is on the comparison between the strengths and weaknesses of qualitative and quantitative approaches in conducting autonomous learning. This topic seemingly argues more about which approach is better taken, while dealing less with presenting a comprehensive annotated bibliography.

In another previous study, Risanti (2019) discussed an evaluative annotated bibliography used to illustrate how good students' critical thinking ability was when they made such an annotation work. The paper itself does not present any annotated bibliography because the former uses the latter as a measuring tool to know other competence aspects in learning capability. Similarly, Dari et al. (2022) were more practical in their paper as they intended to find out the ability of second-year English-major students in making an annotated bibliography. This paper does not take shape as an annotated bibliography since it uses the latter as an instrument to find out other aspects of competence, rather than creating any work of bibliography itself.

The last two papers are also less bibliographical in their purpose. Harti et al. (2022) mentioned a critical annotated bibliography in their article, but their research was more educational in purpose as they aimed to find better methods to help students compose a critical annotated bibliography, instead of composing one. In the same way, Miransyah et al. (2023)

used an annotated bibliography to find the correlation between some students' personalities (extrovert or introvert) and the choice of annotation types (summative, critical, combined, etc.)

Such a gap shall neither be a true accusation nor an academic truth, as we only base our statement on the limited previous studies. Nevertheless, the fact remains the same that at some (if not most) parts of our national discourse of academic writing, the number of researchers who spend time producing any type of annotated bibliography is meagre. This background is the reason why we brought up the issue of an annotated bibliography.

The more fundamental reason for choosing this topic is our understanding of the very fact that most of our national education that employs English as a foreign language is, by nature, a bilingual education. This means whether English is taught or introduced as a lesson from pre-elementary to the highest educational level, or used at any levels from basic to most advanced academic writings such as theses and dissertations, the condition still bears the same fact: English remains a foreign language in these discourses (Masduqi, 2006; Masduqi, Fatimah, & Subiyanto, 2024; Masduqi & Subiyanto, 2020; Masduqi, Subiyanto, & Fatimah, 2025).

This assertion sets the foundational idea of our paper as it concerns the complex yet natural problems of bilingualism, biliteracy, and bilingual education involving how to teach at any class-level for individual teachers and up to how to design the relevant curriculum for higher-up educational policy makers. Hence, the purpose of our article is to create that '*good movie-list*' so that teachers and educational officers alike can easily decide which sources they need to consider more (and why) and which ones they need to further study to make a better bilingual teaching plan or curriculum.

## **METHOD**

This study is qualitative as it aims to give an in-depth description of the writers' reflection on selected subject matters (Bogdan and Biklen, 2007; Cohen et al., 2017). It is organized following the steps of writing up an annotated bibliography based on Beatty and Cochran's *Writing the Annotated Bibliography: A Guide for Students and Researchers* (2020). There can be various components or elements that any annotation work should include, but from many of these variations, two elements can be said to almost always be present, making them the rule of thumb for this type of academic writing. The first is mentioning the bibliography by the citation style, such as APA. This could be helpful as the annotated bibliography could later be indexed on any platform using any of those citation styles. Then, the next step is discussing the sources (book chapters) in the annotation. The description can explain the main arguments, the

strengths, and the underlying purpose(s) of the cited source(s). This may seem obvious, but the significance of this description does truly indicate or propose undeniable evidence that the writers of the annotation work have already done their most important job: to read and understand the cited source(s) both carefully and critically and to offer a critique delivered to the author(s).

Having gathered the sources in Google Scholar, the writers sought to obtain some expert opinion regarding their relevance. The first writer of this article then interviewed a senior expert who specializes in second language acquisition and bilingual education in Indonesia and has taught the relevant courses at his university for twenty years. He has gained international recognition for his articles and oral presentations on the subjects. He advised that we purposively select, analyze, and discuss at least six papers that specifically address the topic of bilingualism, biliteracy, and bilingual education (Masduqi, 2025).

The writers then discussed and selected seminal works in the field of bilingualism, biliteracy, and bilingual education, which were reviewed across six annotated entries. These include three chapters from *Foundations of Bilingual Education and Bilingualism* by Baker and Wright (2017). The remaining three articles were taken from *Biliteracy, Empowerment, and Transformative Pedagogy* by Jim Cummins (2000), *Immersion Education: International Perspectives* by Johnson and Swain (1997), and *Literacy and Bilingualism: A Handbook for All Teachers* by Brisk and Harrington (2010).

The book chapters/articles were intentionally selected and reviewed separately in this annotated bibliography due to their comprehensive and foundational nature in the field of bilingualism, biliteracy, and bilingual education. Each chapter/article offers distinct thematic contributions, such as historical and typological foundations of bilingual education, ideological and political dimensions through language orientations, empirical research supporting various bilingual education models, and policy implications and effectiveness of different bilingual programs.

## **FINDINGS AND DISCUSSIONS**

This section presents the annotated bibliography of the selected works, which were reviewed across six annotated entries.

### **Annotation 1**

Baker, C. & Wright, W. E. (2017). An introduction to bilingual education. In C. Baker & W. E. Wright (Eds), *Foundations of bilingual education and bilingualism* (6<sup>th</sup> ed., pp. 181-202). Multilingual Matters.

In this chapter, Baker and Wright offer an overview of bilingual education from two main perspectives: its historical development and classification. The historical aspect traces the legal, political, and educational evolution of bilingual education in the U.S., emphasizing how such policies are shaped by broader societal forces rather than fixed doctrines. The authors emphasize that policies in this area are dynamic, often reflecting changing social and political climates.

The chapter also classifies bilingual education into various types, focusing on “*weak*” forms such as submersion, transitional, and separatist models. These types are evaluated based on language use in the classroom, student-teacher demographics, educational goals, and linguistic outcomes, typically resulting in monolingualism or limited bilingualism.

Despite the debatable assertion about the ancient origins of bilingual education, the chapter serves as an essential primer. It encourages readers to critically examine how bilingual education is deeply connected to societal issues such as civil rights and immigration. Moreover, the discussion on typologies helps highlight how some programs prioritize assimilation into the dominant language and culture at the expense of minority languages.

### **Annotation 2**

Baker, C. & Wright, W. E. (2017). The effectiveness of bilingual education. In C. Baker & W. E. Wright (Eds), *Foundations of bilingual education and bilingualism* (6<sup>th</sup> ed., pp. 228-243). Multilingual Matters.

The authors examine empirical research on the success of various bilingual education models in this book chapter. They begin by discussing early studies from the U.S. and Europe on transitional, submersion, and heritage language programs. The inconsistent findings across studies are attributed to factors such as small and non-representative samples, varied definitions of success, contextual variables, and researcher bias.

Subsequent research reviews since the 1970s have shifted toward evaluating stronger models, including immersion and heritage language maintenance. These studies generally support the idea that such programs not only preserve bilingualism but also contribute to academic achievement and social integration.

The chapter effectively reinforces the argument for implementing strong forms of bilingual education. It shows that such programs are beneficial for both individual learners and broader communities, including potential economic advantages. As such, it provides solid evidence-based support for those advocating for sustained and inclusive bilingual policies.

### **Annotation 3**

Baker, C. & Wright, W. E. (2017). The politics of bilingualism. In C. Baker & W. E. Wright (Eds), *Foundations of bilingual education and bilingualism* (6<sup>th</sup> ed., pp. 366-400). Multilingual Matters.

This chapter discusses the ideological and political foundations of bilingual education. Baker and Wright argue that how societies treat bilingualism is influenced by three core language ideologies: language as a problem, a right, or a resource. The “*problem*” perspective links bilingualism to social or psychological issues and often positions bilingual education as a remedy. The “*right*” view emphasizes the entitlement of individuals and communities to choose their language and participate in bilingual schooling. The “*resource*” perspective sees multilingualism as a valuable asset for individuals and societies alike.

These orientations are illustrated through the U.S. context, where English dominance has often conflicted with the linguistic rights of minority communities. The tension between assimilation (adopting the dominant culture) and pluralism (celebrating diversity) surfaces as a key political debate that influences decisions around which type of bilingual education is promoted.

Overall, this chapter is crucial for understanding how deeply political and ideological factors shape bilingual education. It encourages students to recognize that educational models are not neutral but often reflect broader societal struggles between cultural integration and preservation.

#### **Annotation 4**

Cummins, J. (2000). *Biliteracy, empowerment, and transformative pedagogy*.

[https://www.researchgate.net/publication/241492125\\_Biliteracy\\_Empowerment\\_and\\_Transformative\\_Pedagogy](https://www.researchgate.net/publication/241492125_Biliteracy_Empowerment_and_Transformative_Pedagogy)

Cummins begins this article by emphasizing that literacy education should extend beyond functional skills to encompass critical literacy and empowerment. Drawing from the experiences of Latino/a students in the U.S., he argues that promoting cultural and critical literacy is essential to challenge systemic inequalities.

He distinguishes between coercive power (domination by a majority) and collaborative power (shared agency in education). Empowerment, in Cummins’s view, involves creating classroom environments where teachers and students co-construct knowledge and challenge social inequities—a process he terms “transformative pedagogy.”

Cummins also addresses the polarized debates surrounding bilingual education. Despite resistance, he presents empirical evidence, such as the outcomes of the *Oyster Bilingual School*, that supports the efficacy of bilingual programs aligned with critical pedagogical theory.

The integration of his framework with Alma Flor Ada’s critical literacy model strengthens the chapter’s practical value. Together, these models guide educators in fostering reflection, analysis, and social action among bilingual learners. This work is particularly valuable for students and teachers seeking to connect bilingual education with social justice and critical pedagogy.

#### **Annotation 5**

Johnson, R. K. & Swain, M. (1997). Immersion education: A category within bilingual education. In R. K. Johnson & M. Swain (Eds), *Immersion education: International perspectives* (pp.1-16). Cambridge University Press.

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In this chapter, Johnson and Swain provide a historical and analytical overview of immersion education, beginning with its origins in 1960s Quebec. The initial French-English immersion model aimed for bilingualism and biculturalism while ensuring that students met academic standards. Its success led to adaptations worldwide with varying objectives, including revitalizing minority languages and supporting majority-language learners.

They outline essential features of a standard immersion program: using the second language (L2) as the medium of instruction, ensuring parity with the first language (L1) curriculum, offering support for L1 development, promoting additive bilingualism, and maintaining balanced student entry levels in terms of L2 proficiency and motivation.

Though the chapter briefly critiques the loose use of the term “immersion” in various contexts, its core value lies in clarifying what constitutes authentic immersion education. It is a vital resource for students exploring bilingual education frameworks, offering a solid foundation for understanding how immersion programs differ from other bilingual models.

### **Annotation 6**

Brisk, M. E. & Harrington, M. M. (2010). Learning from students’ performance. In M. E. Brisk & M. M. Harrington (Eds), *Literacy and bilingualism: A handbook for all teachers* (2<sup>nd</sup> ed., pp.187-210). Routledge.

This chapter focuses on the pedagogical strategies required for teaching literacy to bilingual learners. Brisk and Harrington argue that effective instruction must be rooted in a deep understanding of bilingual students’ unique linguistic and cultural experiences. Teachers must consider these experiences in curriculum planning and instructional practices.

The authors highlight that literacy development among bilinguals is highly individualized. Some learners may already be bilingual or literate in one language before encountering another, while others may have interrupted educational experiences that delay literacy acquisition. A central theme is that becoming biliterate involves mastering the cultural and linguistic norms of each language and managing cross-linguistic influences. Teachers should be aware of the social and contextual factors that shape bilingual learners’ academic progress.

This chapter is a useful guide for educators working with bilingual populations. It stresses the importance of recognizing the interplay between languages, the role of culture in learning, and the pedagogical competencies needed to support bilingual literacy development effectively.

It can be summed up that, given the richness and scope of the content, treating each chapter/article as an individual annotated entry allows for a more nuanced, focused engagement with the multifaceted issues surrounding bilingualism, biliteracy, and bilingual education. This approach also reflects the structure of the seminal book itself, which presents its themes in modular, research-informed chapters suited for a standalone analysis.

## **CONCLUSION**

The usefulness of an annotated bibliography is of paramount importance in academic discourses. Some perceptive critics may pinpoint the fact that this is just a 'movie-list' of academic writing, but we have given evidence that our annotated bibliography above can be a very helpful list to many English students and or future researchers who are interested in bilingualism, biliteracy, and bilingual education.

By considering the wide gap and rarity of annotated bibliography works in Indonesia, we would like to invite future researchers, both domestic and foreign alike, to collaborate in producing more annotated bibliographies, especially in the topics of bilingualism, biliteracy, and bilingual education or other related topical interests in English as a foreign/second language. We suggest that more teachers and lecturers use annotated bibliographies, of any type, in their writing or class projects/assignments to enhance students' critical engagement with literature in bilingualism, biliteracy, and bilingual education. Then, we propose that curriculum designers or policy makers include an annotated bibliography in any lesson plans or subject guidelines for respective and suitable levels of education. This is of two-fold importance: to promote this type of academic writing to teachers and students alike, and to encourage educators and practitioners to utilize it more frequently.

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