

Fomentando la inclusión lingüística: Estrategias para apoyar a los estudiantes indígenas de América Latina en las escuelas K-12

Referencias

- Barillas Chón, D. W. (2022). K'iche', Mam, and Nahua migrant youth navigating colonial codes of power. *Urban Education*, 004208592110739. <https://doi.org/10.1177/00420859211073902>
- Batz, G. (2014). Maya cultural resistance in Los Angeles: The recovery of identity and culture among Maya youth. *Latin American Perspective*, 41(3), 194–207. <https://doi.org/10.1177/0094582X14531727>
- Cartagena Collazo, E. (2024). Honoring the Languages of Indigenous Students of Latin America in U.S. Schools. *Journal of Latinos and Education*, 1–7. <https://doi.org/10.1080/15348431.2024.2350002>
- García, O. (2009a). *Education, multilingualism and translanguaging in the 21st Century*. In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty, & M. Panda (Eds.), *Social Justice through Multilingual Education* (pp. 140–158). Multilingual Matters.
- García, O. (2009b). En/countering Indigenous bilingualism. *Journal of Language, Identity, and Education*, 8(5), 376–380. <https://doi.org/10.1080/15348450903305155>
- García, O., Johnson, S. I., & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Caslon.
- Kovats Sánchez, G. (2018). Reaffirming Indigenous identity: Understanding experiences of stigmatization and marginalization among Mexican Indigenous college students. *Journal of Latinos and Education*, 19(1), 1–14. <https://doi.org/10.1080/15348431.2018.1447484>
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491. <https://doi.org/10.3102/0002831203200346>
- López, J., & Irizarry, J. G. (2019). Somos pero no somos iguales/We are but we are not the same: Unpacking Latinx indigeneity and the implications for urban schools. *Urban Education*, 004208591983529. <https://doi.org/10.1177/004208591983529>
- Mesinas, M., & Perez, W. (2016). Cultural involvement, Indigenous identity, and language: An exploratory study of Zapotec adolescents and their parents. *Hispanic Journal of Behavioral Sciences*, 38(4), 482–506.
- Pentón Herrera, L. J. (2018). *Estudiantes indígenas de América Latina en los Estados Unidos*. Informes del Observatorio / Observatorio Reports, 001-05/2014SP. <https://doi.org/10.15427/OR042-08/2018SP>
- Pentón Herrera, L. J. (2019). An Ixil portrait: Exercising resilience amidst inequity, (dis)interest, and self-discovery. *Diaspora, Indigenous, and Minority Education*, 15(1), 22–33. <https://doi.org/10.1080/15595692.2019.1682990>
- Pentón Herrera, L. J. (2021). “Me gustaría que habláramos también de mi cultura”: A yearlong case study of two Maya English learners. *Journal of Language, Identity and Education*, 1–17. <https://doi.org/10.1080/15348458.2021.1988606>
- World Bank. (2019, February 22). *Languages at risk in Latin America and the Caribbean*. World Bank. Retrieved February 10, 2024, from <https://www.worldbank.org/en/news/infographic/2019/02/22/lenguas-indigenas-legado-en-extincion>

Referencias para la lista de libros

- Argueta, J. (2017). *Agua, agüita* (G. B. Ventura, Trans.). Arte Público Press.
- Argueta, J. (2019). *Fire, Little fire* (J. Argueta & M. Maillet, Trans.). Arte Público Press.
- Argueta, J. (2022). *Viento, vientito/Wind, Little wind*. Arte Público Press.
- Argueta, J. (2023). *Tierra, tierrita / Earth, Little Earth*. Arte Publico Press
- Carter, A. (2016). *El bosque de Don Margarito* (O. Mejía, Trans.). Hard Ball Press.
- Carter, A. (2023a). *Margarito's forest English-K'iche* (E. Elas, Trans.). Hard Ball Press.
- Carter, A. (2023b). *Margarito's forest Mam Version* (M. R. Aguilón Crisóstomo, Trans.). Hard Ball Press.
- Llanos, M. (2018). *Inkaq Huch'uy Ñustan : la Ñusta diminuta*. Purple Corn Press.
- Llanos, M. (2021). *¡Corre, Pequeño Chaski!* Barefoot Books.
- Moreno, S. M. (2022). *The youngest sister* (E. Amado, Trans.). Greystone Books.