

**Title:** *Intercultural Communication, Communities of Practice and Bilingual Education*

**Abstract:**

This paper examines intercultural communication within the intersecting communities of practice at Dine College on the Navajo Nation. In the past, research about indigenous bilingual/bicultural education programs primarily focused on the revitalization of endangered languages and cultures; it did not usually address the wide variety of people who come together to implement and run these programs. As an institution of bilingual/bicultural education, Dine College offers a fertile research site for intercultural communication among intersecting communities of practice. The college provides a setting for a diverse group of people who do not align themselves with etic categories such as ethnicity and language. Furthermore, etic categories such as ethnicity and language could not be applied consistently to Navajos or Anglos. Instead, both Navajos and Anglos came together to accomplish the college's mission in a variety of communities of practice. Using ethnographic methods, this paper identifies the different communities of practice found at one institution of bilingual/bicultural education and examines how these communities work together to accomplish the mission and goals of the college. Exploring the intercultural communication of intersecting communities of practice offers a more inclusive method of examining the implementation and practices of bilingual/bicultural education programs.

**Key Words:** Bilingual Education, Communities of Practice, Ethnography of Communication, Intercultural Communication, Language Revitalization

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