

1. Record Nr.	UNINA9910484764003321
Titolo	Critical Perspectives on Language Education : Australia and the Asia Pacific // edited by Katie Dunworth, Grace Zhang
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2014
ISBN	9783319061856 3319061852
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (237 p.)
Collana	Multilingual Education, , 2213-3216 ; ; 11
Disciplina	420.71
Soggetti	Language and languages - Study and teaching Educational sociology Applied linguistics Language Education Sociology of Education Applied Linguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Chapter 1: Introduction -- Chapter 2: Occupying the 'Third Space': Perspectives and Experiences of Asian English Language Teachers -- Chapter 3: Changing Perspectives of Literacy, Identity and Motivation: Implications for Language Education -- Chapter 4: Constructing Meaning from the Unfamiliar: Implications for Critical Intercultural Education -- Chapter 5: Can Teachers Know Learners' Minds? Teacher Empathy and Learner Body Language in English Language Teaching -- Chapter 6: Code-switching and Indigenous Workplace Learning: Cross-cultural Competence Training or Cultural Assimilation? -- Chapter 7: The Retention of Year 11/12 Chinese in Australian Schools: A Relevance Theory Perspective -- CHAPTER 8: Towards the Establishment of a WACE Examination in Japanese as a Heritage Language: Critical Perspectives -- Chapter 9: A Place for Second Generation Japanese Speaking Children in Perth: Can they Maintain Japanese as a Community Language? -- CHAPTER 10: Tamil Language in Multilingual

Sommario/riassunto

The studies in this volume investigate how multilingual education involves a critical engagement with questions of identity and culture, and a movement towards new ways of being and belonging. It addresses previously under-explored issues, in particular the integration of theories like 'thirdness', and practices of language education and maintenance with relevance to the Asia-Pacific region. The analyses reveal the delicate balance of interests of all stakeholders and offer detailed insights into the reality of multilingual education, with specific examples of Chinese, English, Japanese and Tamil. In a globalised world, effective language education has become increasingly important, and the studies presented here have the potential to inform and advance evidence-based multilingual education through adding important dimensions of theoretical exploration and fresh empirical resources. In learning a second language, neither do you fully accommodate yourself to the target culture nor merely stick to your original self. Rather, you engage in negotiations to create your new identities in "the third place." Critical Perspectives on Language Education explores the current problems of multilingual education from this new angle, with concrete examples from the Asia-Pacific region. This volume provides a number of valuable insights both for educational policies and pedagogical practice in the face of the highly dynamic and fluid nature of cross-cultural interactions today.

Nobuyuki Hino, Osaka University, Japan.

2. Record Nr.	UNINA9910974878303321
Titolo	Curriculum politics, policy, practice : cases in comparative context // Catherine Cornbleth, editor
Pubbl/distr/stampa	Albany, : State University of New York Press, c2000
ISBN	0-7914-9264-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (182 p.)
Collana	SUNY series, innovations in curriculum
Altri autori (Persone)	CornblethCatherine
Disciplina	379.1/55
Soggetti	Education - Curricula - Political aspects Curriculum change
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Contents -- 1. Viewpoints by Catherine Cornbleth -- 2. A Tale of Two Cultures and a Technology: A/musical Politics of Curriculum in Four Acts by Vivian Forssman and John Willinsky -- 3. Science for All Americans? Critiquing Science Education Reform Efforts by Margery D. Osborne and Angela Calabrese Barton -- 4. The Politics of Religious Knowledge in Singapore Secondary Schools by Jason Tan -- 5. The Segregation of Stephen by Diana Lawrence-Brown -- 6. "They Don't Want to Hear It": Ways of Talking and Habits of the Heart in Multicultural Literature Classrooms by Suzanne M. Miller and Gina DeBlase Trzyna -- 7. Curriculum As a Site of Memory: The Struggle for History in South Africa by Nadine Dolby -- 8. Understanding Shifts in British Educational Discourses of Social Justice by Gaby Weiner -- 9. National Standards and Curriculum As Cultural Containment? by Catherine Cornbleth -- Contributors -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- R -- S -- T -- U -- V -- W -- Y.
Sommario/riassunto	Studies the intersections of curriculum politics and policy-making throughout the world. Offering a range of studies on the intersections of curriculum politics, policy, and/or practice, this book addresses the following questions: Who decides what is taught in K-12 schools? On what basis? What actually happens in classroom practice? What do students have opportunities to learn? Who benefits from these decisions and practices? It includes case studies that span school

levels, subject areas, and national boundaries, thus enriching the possibilities for cross-case analysis, interpretation, and insight. Curriculum dynamics are revealed in cases ranging from the macro--as in the case from South Africa--to the micro--as in the case of U.S. special education placement. Instances of curriculum politics, policy, and/or practice are brought to life and situated in their contemporary and historical contexts with particular attention to questions of knowledge control and distribution of benefits. Included in this uniquely comparative text are several American case studies, including a discussion of implications of "science for all," the politics and consequences of placing a significantly disabled student in a separate classroom after several years of inclusion, trying to embrace multicultural literature without dealing with racism close to home, and history-social studies curriculum policy intended as cultural containment. Also examined are the business-education culture clash in creating meaningful technology education in Canada, the politics of mandating "religious knowledge" curricula in Singapore, white South African students negotiating divergent stories of their country's past and present while trying to make sense of their own roles and future, and critical analysis of British educational discourses of social justice and their impact in the 1940s and 1990s. Contributors include Angela Calabrese-Brown, Nadine Dolby, Vivian Forssman, Diana Lawrence-Brown, Suzanne Miller, Margery Osborne, Jason Tan, Gina DeBlase Trzyna, Gaby Weiner, and John Willinsky. Catherine Cornbleth is Professor of Education at the University at Buffalo, State University of New York. She is the editor of *Invitation to Research in Social Education*, author of *Curriculum in Context*, and coauthor of *The Great Speckled Bird: Multicultural Politics and Educational Policymaking*.
