

1. Record Nr.	UNINA9910814811603321
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Titolo	Language, power and pedagogy [[electronic resource]] : bilingual children in the crossfire // Jim Cummins
Pubbl/distr/stampa	Clevedon [England] ; ; Buffalo [N.Y.] , : Multilingual Matters, c2000
ISBN	1-280-82779-3 1-85359-677-9
Edizione	[1st ed.]
Descrizione fisica	viii, 309 p
Collana	Bilingual education and bilingualism ; ; 23
Classificazione	ES 801
Disciplina	370.117/5
Soggetti	Education, Bilingual - Social aspects Minorities - Education - Social aspects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. 284-306) and index.
Nota di contenuto	Front matter -- Contents -- Acknowledgments -- 1. Issues and Contexts -- 2. Language Interactions in the Classroom: From Coercive to Collaborative Relations of Power -- 3. Language Proficiency in Academic Contexts -- 4. Critiques of the Conversational/Academic Language Proficiency Distinction -- 5. Assessing Second Language Proficiency Among Adults: Do We Know What We Are Measuring? -- 6. Dilemmas of Inclusion: Integrating English Language Learners in Standards-Based Reform -- 7. The Threshold and Interdependence Hypotheses Revisited -- 8. Research, Theory and Policy in Bilingual Education: Evaluating the Credibility of Empirical Data -- 9. Challenging the Discourse of Disempowerment Through Collaborative Dialogue -- 10. Transformative Pedagogy: Who Needs It? -- References -- Subject Index
Sommario/riassunto	Population mobility is at an all-time high in human history. One result of this unprecedented movement of peoples around the world is that in many school systems monolingual and monocultural students are the exception rather than the rule, particularly in urban areas. This shift in demographic realities entails enormous challenges for educators and policy-makers. What do teachers need to know in order to teach effectively in linguistically and culturally diverse contexts? How long does it take second language learners to acquire proficiency in the

language of school instruction? What are the differences between attaining conversational fluency in everyday contexts and developing proficiency in the language registers required for academic success? What adjustments do we need to make in curriculum, instruction and assessment to ensure that second-language learners understand what is being taught and are assessed in a fair and equitable manner? How long do we need to wait before including second-language learners in high-stakes national examinations and assessments? What role (if any) should be accorded students' first language in the curriculum? Do bilingual education programs work well for poor children from minority-language backgrounds or should they be reserved only for middle-class children from the majority or dominant group? In addressing these issues, this volume focuses not only on issues of language learning and teaching but also highlights the ways in which power relations in the wider society affect patterns of teacher–student interaction in the classroom. Effective instruction will inevitably challenge patterns of coercive power relations in both school and society.
