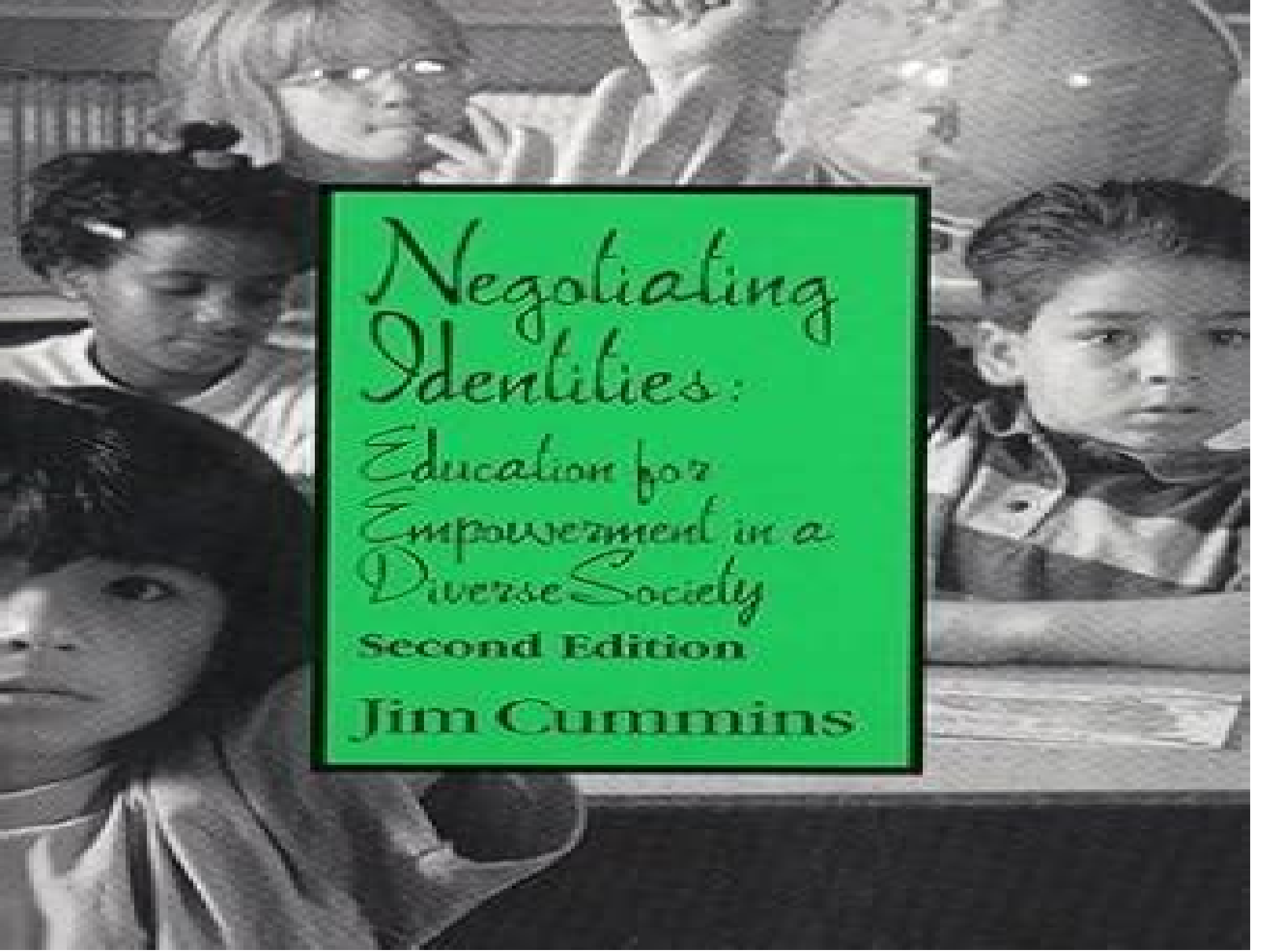




Negotiating Identities:

*Education for
Empowerment in a
Diverse Society*

Second Edition

Jim Cummins

Negotiating Identities Education For Empowerment In A Diverse Society

Jim Cummins



Negotiating Identities Education For Empowerment In A Diverse Society:

Negotiating Identities Jim Cummins, 1996-01-01 Aimed at empowering teachers and students in a culturally diverse society this book suggests that schools must respect student s language and culture encourage community participation promote critical literacy and institute forms of assessment in order to reverse patterns of under achievement in pupils from varying cultures The book shows that students who have been failed by schools predominantly come from communities whose languages cultures and identities have been distorted and devalued in the wider society and schools have reinforced this pattern of disempowerment *Negotiating Identities* Jim Cummins, 2001 Jim Cummins offers answers to the problems of the devaluation of children because of their ethnic social or cultural backgrounds in this revised and expanded edition

An Introductory Reader to the Writings of Jim Cummins Jim Cummins, Colin Baker, Nancy H. Hornberger, 2001 The contribution of Jim Cummins to bilingualism and bilingual education has been substantial and profound This reader provides a comprehensive compilation of his most important and influential texts The book also provides a detailed biographical introduction and a commentary on the growth of ideas over three decades

Bilingual Education Jim Cummins, David Corson, 1997 Made up of eight volumes the Encyclopedia of Language and Education is the first attempt at providing an overview of the subject **Language, Power, and Pedagogy** Jim Cummins, 2000-01-01 As linguistic diversity increases in countries around the world policy makers and educators are faced with complex and conflictual issues regarding appropriate ways of educating a multilingual school population This volume reviews the research and theory relating to instruction and assessment of bilingual pupils focusing not only on issues of language learning and teaching but also the ways in which power relations in the wider society affect patterns of teacher pupil interaction in the classroom

Mathematiklernen unter Bedingungen der Mehrsprachigkeit. Stand und Perspektiven der Forschung und Entwicklung in

Deutschland Susanne Prediger, Erkan Özdiş, 2011 Eine zunehmende Zahl von Sch lerinnen und Sch lern an deutschen Schulen lernt Mathematik nicht in ihrer Erstsprache daher erfolgt Mathematiklernen immer h ufiger unter Bedingungen der Mehrsprachigkeit Der Sammelband dokumentiert Forschungsans tze und ergebnisse zu typischen fachspezifischen Herausforderungen und zu F rderm glichkeiten im Mathematikunterricht Die Beitr ge aus Sprachwissenschaft

Mathematikdidaktik Sprachdidaktik und Erziehungswissenschaft dokumentieren Stand und Perspektiven aus unterschiedlichen disziplin ren Sichten und weisen M glichkeiten ihrer integrativen Bearbeitung In the last decade several empirical studies repeatedly showed that students with migration background achieve lower competencies in the German educational system than students without migration background This affects not only the reading and writing domains but also domains like mathematics which might be less influenced by language and culture Research findings show different reasons for this situation of disadvantage one particular reason goes back to their restrictions in their capabilities of the language of instruction This book shows the various perspectives the actual research situation and development in Germany

Negotiating Bilingual and Bicultural Identities Yasuko Kanno, 2003-05-14 This book examines the changing linguistic and cultural identities of bilingual students through the narratives of four Japanese returnees *kikokushijo* as they spent their adolescent years in North America and then returned to Japan to attend university. As adolescents these students were polarized toward one language and culture over the other but through a period of difficult readjustment in Japan they became increasingly more sophisticated in negotiating their identities and more appreciative of their hybrid selves. Kanno analyzes how educational institutions both in their host and home countries societal recognition or devaluation of bilingualism and the students own maturation contributed to shaping and transforming their identities over time. Using narrative inquiry and communities of practice as a theoretical framework she argues that it is possible for bilingual individuals to learn to strike a balance between two languages and cultures.

Negotiating Bilingual and Bicultural Identities Japanese Returnees Betwixt Two Worlds is a longitudinal study of bilingual and bicultural identities unlike most studies of bilingual learners this book follows the same bilingual youths from adolescence to young adulthood documents student perspectives redressing the neglect of student voice in much educational research and offering educators an understanding of what the experience of learning English and becoming bilingual and bicultural looks like from the students point of view and contributes to the study of language culture and identity by demonstrating that for bilingual individuals identity is not a simple choice of one language and culture but an ongoing balancing act of multiple languages and cultures. This book will interest researchers educators and graduate students who are concerned with the education and personal growth of bilingual learners and will be useful as text for courses in ESL bilingual education TESOL applied linguistics and multicultural education.

International Handbook of English Language Teaching Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching. ELT in international contexts. Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English. In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field. A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole. At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English: English as a second language, ESL, English as an additional language, EAL, limited English proficient, LEP, and English language learners, ELL. In contexts where English is not the dominant language the following terms have been used: English as a foreign language, EFL, English as an international language, EIL, and English as a lingua franca, ELF.

Bei Vielfalt Chancengleichheit. Interkulturelle Pädagogik und Durchgängige Sprachbildung Marianne Krüger-Potratz, Ursula

Neumann, Hans H. Reich, 2010 Die Interkulturelle Pädagogik hat den Generationen und Paradigmenwechsel vollzogen und differenziert sich weiter aus Dieser Band analysiert die Veränderungen die sich dabei im Verhältnis von Pädagogik Gesellschaftspolitik und modellhaftem Handeln im Bildungssystem ergeben haben Er diskutiert den Wandel der theoretischen Grundlagen von der klassischen Fassung der Interkulturellen Pädagogik zu ihrer Verallgemeinerung im Gedanken der diversity education Er dokumentiert Schritte der Institutionalisierung und präsentiert Beispiele der praktischen Umsetzung Den sprachlichen Aspekten gilt dabei besondere Aufmerksamkeit Dieses Buch ist Ingrid Gogolin von ihren Kolleginnen und Kollegen gewidmet Dem wissenschaftlichen Wirken von Ingrid Gogolin gilt eine biographisch fachgeschichtliche Einleitung zu Beginn und eine fachliche Würdigung aus internationaler Perspektive am Ende des Bandes

Linguistic Anthropology Alessandro Duranti, 2009-05-04 Linguistic Anthropology A Reader is a comprehensive collection of the best work that has been published in this exciting and growing area of anthropology and is organized to provide a guide to key issues in the study of language as a cultural resource and speaking as a cultural practice Revised and updated this second edition contains eight new articles on key subjects including speech communities the power and performance of language and narratives Selections are both historically oriented and thematically coherent and are accessibly grouped according to four major themes speech community and communicative competence the performance of language language socialization and literacy practices and the power of language An extensive introduction provides an original perspective on the development of the field and highlights its most compelling issues Each section includes a brief introductory statement sets of guiding questions and list of recommended readings on the main topics Herausforderung Bildungssprache - und wie man sie meistert Ingrid Gogolin, Imke Lange, Ute Michel, Hans H. Reich, 2013 Bildungssprache und Durchgängige Sprachbildung sind Begriffsprägungen die als Leitbegriffe vielfach aufgegriffen wurden in Forschung Bildungspolitik didaktischen Vorschlägen und pädagogischer Praxis Lanciert wurden sie durch das Modellversuchsprogramm F r Mig Förderung von Kindern und Jugendlichen mit Migrationshintergrund Die in diesem Band versammelten Beiträge sind im Kontext von F r Mig entstanden Sie zeigen dass die Idee einer Durchgängigen Sprachbildung die bildungssprachliche Fähigkeiten fördert nicht in der Luft hängt sondern Anhaltspunkte in Theorie und Empirie ebenso wie in der Praxis hat Der Band liefert nicht nur Definitionen und theoretische Fundierungen sondern auch illustrative Beispiele für die Realisierung der Idee in der Praxis Die Beiträge richten sich an Interessierte in Wissenschaft und Forschung ebenso wie in der pädagogischen Praxis und nicht zuletzt an Studierende der Erziehungs und Sprachwissenschaft sowie des Lehramts Indigenous Community-based Education Stephen May, 1999-01-01 This edited collection provides examples of indigenous community based initiatives from around the world Examples include programmes among Maori in Aotearoa New Zealand Sami in Norway Aboriginal People in Australia Innu in Canada and Native Americans in the mainland US Hawai i Canada and South America Contributors include indigenous educational practitioners and indigenous and non indigenous academics long

associated with the study of indigenous education Mehrsprachigkeit fördern - Die Mehrheitssprache im vielsprachigen Umfeld Klaus-Börge Boeckmann, Anna Lasselsberger, European Centre for Modern Languages, 2011-01-01 Lehrkräfte der Mehrheitssprache werden anders als Fremdsprachenlehrkräfte normalerweise nur in geringem Umfang darin geschult Unterricht in einer Zweitsprache zu geben und das plurilinguale Repertoire von Lernenden zu entwickeln Die Schülerinnen und Schüler dieser Lehrkräfte bringen jedoch oft viele verschiedene Sprachen mit Das bedeutet dass der Mehrheitssprachenunterricht mehr leisten muss als nur Erstsprachenunterricht Er muss Aspekte des Zweitsprachenunterrichts integrieren Die Publikation möchte Lehrkräfte ermuntern Wegbereiter zur Förderung von Mehrsprachigkeit im Mehrheitssprachenunterricht zu werden Die vorgeschlagenen Maßnahmen umfassen praktische Aufgabenvorschläge für den Unterricht wie zum Beispiel die Vermittlung bestimmter Grammatikaspekte unter Einbezug aller Sprachen der anwesenden Schülerinnen und Schüler Aber es werden auch großräumigere strategische Ansätze zur Umsetzung von Mehrsprachigkeitsprofilen vorgeschlagen die beispielsweise SchuldirektorInnen oder Eltern einbeziehen **Fachliche und sprachliche Förderung von Schülern mit Migrationsgeschichte** Claudia Benholz, Gabriele Kniffka, Elmar Winters-Ohle, 2013-10-02 Der Sammelband dokumentiert die Beiträge des Mercator Symposiums Fachliche und sprachliche Förderung von Schülern mit Migrationsgeschichte das im Rahmen des 15. Weltkongresses für Angewandte Linguistik mit dem Thema Mehrsprachigkeit Herausforderungen und Chancen in Essen AILA 2008 stattfand Anliegen der Beiträge ist es aufzuzeigen 1. wie sprachliches und fachliches Lernen im Fachunterricht miteinander verknüpft werden können 2. wie Lehrerinnen und Lehrer auf diese anspruchsvolle Aufgabe vorbereitet werden können und 3. wie die Erfassung des Sprachstands unabdingbare Voraussetzung für eine möglichst effektive Sprachförderung aussehen kann

Sprachenübergreifendes Lernen Steffi Morkötter, Katja Schmidt, Anna Schröder-Sura, 2020-12-14 Die Förderung der mehrsprachigen Kompetenz durch sprachenbergreifenden Unterricht wird in Bildungsstandards und Rahmenplänen in Deutschland und anderen deutschsprachigen Ländern gefordert Sie betrifft prinzipiell die Gesamtheit der Lernenden in ihrer Diversität Aktuell mangelt es allerdings an ausreichenden Konkretisierungen und methodischen Vorschlägen Im vorliegenden Band werden verschiedene Facetten sprachenbergreifenden Lernens beleuchtet die im Kontext von Unterricht Lehrmaterialentwicklung Lehreraus- und fortbildung sowie Forschung angesiedelt sind Bilingualer Geschichtsunterricht im internationalen Fokus Ulrich Wannagat, 2010 Im auf der CD-ROM Beil. enthaltenen Anhang Transkriptionen der Unterrichtsstunden und Interviews Fragebögen mit Auswertung sowie Abbildungen *Fachdidaktik Englisch: Kultur und Sprache* Laurenz Volkmann, 2010 *Der Umgang mit kultureller und sprachlicher Vielfalt an Schulen* Jessica Löser, 2012-07-05 Der Anteil von Schülern mit Migrationshintergrund ist mittlerweile an deutschen Schulen so groß geworden dass ein besserer Umgang mit dieser sprachlichen und kulturellen Vielfalt nicht länger nur im Interesse der einzelnen Schüler ist sondern gesamtgesellschaftliche Relevanz z.B. in Bezug auf volkswirtschaftliche und arbeitsmarktpolitische Konsequenzen

gewonnen hat Trotz bildungspolitischer Programme fällt es Deutschland schwer der sprachlich und kulturell vielfältigen Sch
lerschaft gerecht zu werden berdurchschnittlich viele Sch ler mit Migrationshintergrund erreichen nur einen Haupt oder F
rderschulabschluss oder auch überhaupt keinen Es lohnt sich deswegen die Ma ßnahmen zu untersuchen durch die es
Schweden und Kanada weit besser gelingt diesen Kindern eine erfolgreiche Schulkarriere zu erm glichen Nicht nur
zielgenauere F rderung sondern auch eine bessere Zusammenarbeit mit den Eltern ist wichtig Autonomy, Agency, and

Identity in Teaching and Learning English as a Foreign Language (Mark) Feng Teng, 2018-06-01 This book discusses the
importance of autonomy agency and identity in teaching and learning English as a foreign language all of which are central
themes in the educational domain By linking theory with practice to appeal to researchers as well as classroom practitioners
it provides an overview of the theoretical constructs of autonomy agency and identity along with empirical studies that
explore these constructs through life stories as told by English teachers and students Key features include New ideas to
inspire professionals involved in foreign language education Up to date information to showcase for English language
educators how autonomy agency and identity can be conceptualized across various institutional sociocultural and political
contexts A concise yet comprehensive review of the theoretical and practical issues characterizing English foreign language
education today

Chancenungleichheit in der Grundschule Jörg Ramseger, Matthea Wagener, 2008-08-14 Die Situation
der Grundschule in Deutschland ist prek r In keinem vergleichbaren europ ischen Land ist der Zusammenhang zwischen
sozialer Herkunft und Bildungschancen so eng wie in Deutschland Schon am Ende der Grundschulzeit sind die
Bildungschancen weitgehend festgelegt und zwar berwiegend in Abh ngigkeit von der sozialen Herkunft der Sch lerinnen
und Sch ler Das ist f r die Grundschule in einer demokratisch verfassten Gesellschaft ein unertr glicher Zustand Dieser Band
beschreibt vielf ltige Versuche die Krise zu berwinden und dokumentiert neueste Forschungsvorhaben zu diesem Thema

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