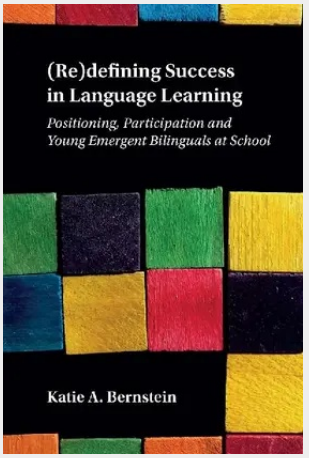
Bernstein

(Re)defining Success in Language Learning

Positioning, Participation and Young Emergent Bilinguals at School

This book follows four emergent bilingual students in an English-medium pre-kindergarten in the US as they navigate the social and linguistic demands of school. It illustrates how students' differing classroom social positions shaped their participation in interaction and, in turn, their English language learning across a school year. With a unique focus on both processes and outcomes, the book highlights language strategies that are overlooked if the focus is solely on one language or on group participation, and it emphasizes the importance of assessment choice in shaping which learners appear to be successful. It is a powerful argument for recognising the translingual and multimodal abilities of learners, even in education which is officially English-medium and monolingual.

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