

Marginalized Language-Minority Students and the Dominant Discourse

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The ability to function within the dominant discourse is argued to be necessary for success; however, language-minority students face many difficulties functioning within the discourse which further contributes to their marginalization. This presentation examines how we teach, learn, and acquire the dominant discourse and what impediments language-minority students face in becoming successful participants in the discourse.

Peña, J. (2006, April). *Marginalized language-minority students and the dominant discourse*. Poster session presented at the Fifth Annual College of Education Research Conference: Urban and International Education Section, Florida International University, Miami.
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