



Education Class Language And Ideology

Paul Atkinson



Education Class Language And Ideology:

Education, Class Language and Ideology (RLE Edu L) Noelle Bissieret, 2012-05-04 This book presents an analysis of the essentialist ideology which is inherent to class based societies The author argues that essentialist ideology is efficient through its unconscious component and is imposed on everyone It guides school selection and imposes on each class a language specific in its reference to concrete domination relations It even unbalances the scientific objectivity of researchers in the social sciences not only among those who abide by the theory of natural aptitudes but also among its sharpest critics such as Basil Bernstein Pierre Bourdieu and J C Passeron whose work is considered in this book **Language, Education, and Ideology** Timothy Reagan, 2002-11-30 Language educators in general and foreign language educators in particular need to be aware of and sensitive to issues related to the interface and nexus of language education and ideology This work places foreign language education in its social context as well as applying critical pedagogy to the foreign language classroom to help educators become more aware of the social political historical and economic contexts in which they work and which effect the classroom setting Research and scholarship in critical pedagogy is impressive extensive and powerful and has had significant impact on nearly every aspect of contemporary educational scholarship One area in which critical theory and critical pedagogy have been slow to have a noticeable effect however is that of language education especially foreign language education Further while a number of important works address issues of critical literacy there are no general works presenting critical perspectives on language and language issues targeting classroom teachers and other educators This work offers a broad and comprehensive overview of language and linguistic issues that emerge in the classroom context from a critical philosophical perspective The central focus is on the nexus of issues of language education and ideology as the title suggests and specific topics covered will include language and power linguistic purism the marginalization of second language education in the United States the phenomenon of ideological monolingualism in the United States the hierarchy of the less commonly taught languages both in terms of its etiology and the ideological and hegemonic functions this hierarchy serves nonmainstream language varieties in school settings issues of linguistic legitimacy in the classroom context the politics and ideological context of bilingual education in the United States language policy both as a tool for oppression and as a means of empowerment and finally the need for critical language awareness on the part of all educators *The Study of Education* Peter Gordon, 2019-05-20 The inaugural lectures published in this volume reflect the many changes which have taken place in the study of education between the late 1970s and the mid 1980s Changes in society are reflected in the lectures on special needs education and multicultural education and the contributions of educational administration and comparative educations as a field of study **Language, Structure and Reproduction (Routledge Revivals)** Paul Atkinson, 2014-06-17 Basil Bernstein is one of the most creative and influential of contemporary British sociologists yet his work especially that relating to language and social structure is widely misunderstood and misrepresented This book first

published in 1985 addresses the underlying themes and continuities in Bernstein's work and portrays him as a sociologist in the Durkheimian tradition This reissue will be of particular value to students interested in the sociology of education language and society anthropological linguistics and communication studies *Teachers and Classes* Kevin Harris, 2017-05-08 In this study first published in 1982 the author draws on his considerable experience at all levels in the school system to present a radical Marxist critique of that structure He argues that the schooling process within contemporary corporate capitalism is inimical to education while true education in turn is inimical to capitalism He argues further that teachers who are participants in ongoing class struggle can begin to be concerned primarily with education only when they perform the function of the collective labourer This title will be of interest to students of education and sociology

Language Ideologies Roseann Duenas Gonzalez, Ildiko Melis, NCTE, 2021-10-14 How do educators balance the rights of the rapidly growing percentage of the United States population whose first language is not English or whose English differs from standard usage with the rights of the majority of students whose first and generally only language is English This two volume set addresses the complicated and divisive issues at the heart of the debate over language diversity and the English Only movement in the U S public education Blending social political and legal analyses of the ideologies of language with perspectives on the impact of the English Only movement on education and on classrooms at all levels *Language Ideologies Critical Perspectives on the Official English Movement* offers a wide range of perspectives that teachers and literacy advocates can use to inform practice as well as policy This exhaustive two volume collection not only updates existing information on the English Only movement in the United States but also includes the international context looking at the emergence of English as a world language through a postcolonial lens The complexity of the debate is also reflected in the exceptionally diverse list of contributors who speak from varying disciplines and backgrounds including sociology linguistics university administration the ACLU law ESL and English Both volumes explore the political legislative and social implications of language ideologies Volume 1 *Education and the Social Implications of Official Language* focuses in particular on the consequences for the classroom In Volume 2 *History Theory and Policy* the focus is on the implications for policymakers and language program administrators *Routledge Library Editions: Education Mini-Set B: Curriculum Theory 15 vol set* Various, 2021-12-02 Mini set B Curriculum Theory re issues 15 volumes originally published between 1973 and 1993 and covers curriculum theory changes in curricula and the politics and sociology of the school curriculum *Language Ideologies and Linguistic Identity in Heritage Language Learning* Rachel Showstack, Diego Pascual y Cabo, Damián Vergara Wilson, 2024-04-16 *Language Ideologies and Linguistic Identity in Heritage Language Learning* addresses the ways in which discourses about language value and identities of linguistic expertise are constructed and negotiated in the Spanish heritage language HL classroom and how the classroom discourse shapes and is shaped by the world outside of the classroom The volume examines the sociopolitical contexts personal histories and communicative practices of Spanish teachers and students

in two diverse geographic regions the US states of Texas and Kansas Adopting an integrated sociocultural approach it considers the ways in which individuals draw from multiple linguistic resources and social practices in daily interaction and how they articulate their beliefs about language through storytelling Rich interactional data examples from social media and stories of community engagement are utilized to demonstrate how Spanish heritage speakers use language creatively and proactively to legitimize and claim power in their home and community linguistic practices This is an invaluable resource for applied linguists who seek to better understand the relationship between language ideology and identity and for graduate students and researchers in the fields of linguistics Spanish and HL education

Current Approaches to Language Ideology and Metalinguistic Discourse Adnan Ajšić, Rachel Vessey, 2025-08-29 This collection brings together research on cutting edge developments at the intersection of language ideology and metalinguistic discourse showcasing the potential of diverse approaches With interest in language ideology and metalinguistic discourse growing numerous qualitative and quantitative approaches have been established but have often resulted in a siloing of methods Despite methodological advances research on language ideology and metalinguistic discourse often relies on either qualitative methods e g ethnography content analysis or traditional corpus linguistic techniques e g concordance collocation with limited overlap between these camps a division which has hindered a comprehensive understanding of the field The book makes the case for bridging this gap by exploring the overlap between different approaches demonstrating the nuanced insights a mixed methods perspective can provide Featuring a wide range of applications across domains such as education policy minorities traditional and social media popular culture and literature the volume highlights the potential of integrating diverse methods An afterword by Tommaso Milani ties these strands together offering a forward looking view of the field and potential directions for further research This book will appeal to students and scholars in applied linguistics language and education and sociolinguistics

Teaching Practices and Language Ideologies for Multilingual Classrooms Bhusal, Ashok, 2021-06-25 While standard language ideology SLI is harmful in its exclusion of minorities through expression of language and race translanguaging provides a positive scaffolding characterized by the disposition of openness Translanguaging suggests that each utterance creates meaning and is a direct rebellion against SLI It privileges unprivileged varieties of English over so called Standard English In order to combat SLI scholars have emphasized the need for congenial multicultural spaces where students can use their cultural and linguistic resources as an asset and which supports the idea of students learning from each other through their diversity Teaching Practices and Language Ideologies for Multilingual Classrooms is an essential scholarly publication that examines the educational necessities for diverse student populations and multilingual students and provides rich teaching resources for guiding the creation of classroom environments that engage multilingual students and support their writing and problem solving skills Featuring a range of topics such as ethics code switching and language education this book is ideal for teachers instructional designers academicians sociologists

administrators language professionals researchers and students Language Identity, Learning, and Teaching in Costa Rica
Lena Barrantes-Elizondo, Cinthya Olivares-Garita, 2023-07-19 This edited collection provides a comprehensive and locally situated understanding of English language teaching from the perspective of dedicated and experienced language professionals and researchers in Costa Rica The book uses a series of reflective sections that interconnect theory and practice in a non English dominant context in order to inform and transform pedagogical practices The chapters depict a wide ranging image of English language teaching and learning in the region encouraging in service teachers TESOL specialists and ELT scholars to critically reassess rethink and relearn teaching and learning as more than a political decision in an educational curriculum Ultimately promoting the practice as dynamic ever changing and culturally situated the book will be highly relevant to researchers academics scholars and faculty in the fields of teacher education educational research EFL and modern foreign languages **Overcoming the Gentrification of Dual Language, Bilingual and Immersion Education**

M. Garrett Delavan, Juan A. Freire, Kate Menken, 2024-03-12 This volume proposes solutions to the gentrification of dual language bilingual and immersion education by examining how it operates across diverse school and community contexts It brings together studies in a number of areas including instruction curriculum development classroom interaction school leadership parent and community engagement ideological discourse and language policy Through academic and reader friendly summaries of research this book makes a strong theory to practice impact towards equitable integration in education programs and their surrounding neighborhoods It draws attention to how understanding and responding to gentrification of language programs is part of the broader fight for racial and educational justice for immigrant communities in US schools and offers practical recommendations with action steps for educators families school administrators activists and other key stakeholders in language education The four stakeholder resource chapters in Part 2 have been made Open Access under a CC BY NC ND licence to allow all teachers and administrators to benefit from the research with freely available practical guidance on working towards equity in language education To access the chapters please see the following links Chapter 11 Ivana Espinet Kate Menken and Imee Hernandez Nice White Parent Gentrification of a New York City Middle School The French Dual Language Program at the School for International Studies <https://zenodo.org/records/10519199> Chapter 12 Nelson Flores Nice White Parents and Dual Language Education <https://zenodo.org/records/10519269> Chapter 13 Deb Palmer Emily Crawford Rossi Lisa Dorner Claudia G Cervantes Soon and Dan Heiman Countering Gentrification through Critical Consciousness Recommendations and Success Stories for DLBE Educators <https://zenodo.org/records/10519319> Chapter 14 Katie A Bernstein Kathryn I Henderson Sof a Chaparro and Adriana Alvarez Creating DLBE Programs that Center Equity in the Face of School Choice Policies <https://zenodo.org/records/10519390> **Identity and Ideology in the Haitian U.S. Diaspora** Paul C. Mocombe, 2020-05-21 This work puts forth the argument that in the Haitian diaspora in the USA a new Haitian identity has emerged among the youth which is tied to the practical consciousness of the

black American underclass Black Americans in the postindustrial capitalist world system of America are no longer Africans. Instead their practical consciousnesses are the product of two identities: the black bourgeoisie or African Americans on the one hand under the leadership of educated professionals and preachers, and the black underclass on the other hand under the leadership of street and prison personalities, athletes and entertainers vying for ideological and linguistic domination of black America. These two social class language games were and still are historically constituted by structural differentiation and different ideological apparatuses: the church and education on the one hand, and the streets, prisons, and the athletic and entertainment industries on the other, of the global capitalist racial class structure of inequality under American hegemony which replaced the African ideological apparatuses of Vodou, peristyles, lachous, and agricultural production as found in Haiti. For example, among Haitian youth in the US after 1986 following the topple of Jean Claude baby doc Duvalier, the latter social class language game the black American underclass came to serve as the bearer of ideological and linguistic domination against Haitian bourgeois purposive rationality and agents of the Vodou Ethic and the spirit of communism.

How Educational Ideologies Are Shaping Global Society Joel Spring, 2014-04-08 In this book Joel Spring explores three major international educational ideologies that are shaping global society: neo liberal educational ideology, human rights education, and environmentalism. Neo liberal ideology reflects a rethinking of nationalist forms of education as the nation state slowly erodes under the power of a growing global civil society. Traditional nationalist education attempts to mold loyal and patriotic citizens who are emotionally attached to symbols of the state, whereas the goal of neo liberal educational ideology is to change nationalist education to serve the needs of the global economy. These changes are fueling a clash between the ideas of free market and consumer based neo liberals and those of human rights and environmental educators. Human rights education is concerned with creating activist global citizens. It is rooted in the idea that inherent in human rights doctrines is a collective responsibility to ensure the rights of all people. Environmentalism is the most radical of the ideologies because it rejects the industrial and consumerist paradigm that has dominated most economic thought including capitalism and communism. Spring synthesizes and analyzes the effect of these educational ideologies on shaping the future of the global society. In the concluding section he compares the effect of these ideologies on global society with the possibility of a world divided between conflicting civilizations.

How Educational Ideologies Are Shaping Global Society Intergovernmental Organizations, NGOs, and the Decline of the Nation State features a critical exploration of the transition of schooling from a function of the nation state to a globalized economic and political system, a discussion of the major organizations and trading blocs shaping the future globalization of educational policies, an analysis of the major competing global ideologies of education including national and corporate models that emphasize training workers for a competitive global free market, the worldwide network of human rights and peace educators who are teaching a global set of ethics, and the environmental movement's efforts to create a common set of educational standards for sustainable development and sustainable

consumption and an exploration of the possible future of global educational policy and school organizations By integrating a wide range of previously scattered information within a bold new framework for understanding educational ideologies and their impact on the global society Spring raises important questions for researchers professionals and students in history and philosophy of education educational policy educational studies comparative education multicultural education curriculum studies critical media studies global studies human rights education and related areas Teaching Language Variation in the Classroom Michelle D. Devereaux,Chris C. Palmer,2019-01-15 Bringing together the varied and multifaceted expertise of teachers and linguists in one accessible volume this book presents practical tools grounded in cutting edge research for teaching about language and language diversity in the ELA classroom By demonstrating practical ways teachers can implement research driven linguistic concepts in their own teaching environment each chapter offers real world lessons as well as clear methods for instructing students on the diversity of language Written for pre service and in service teachers this book includes easy to use lesson plans pedagogical strategies and activities as well as a wealth of resources carefully designed to optimize student comprehension of language variation *The Routledge International Handbook of Language Education Policy in Asia* Andy Kirkpatrick,Anthony J. Liddicoat,2019-04-17 This must have handbook offers a comprehensive survey of the field It reviews the language education policies of Asia encompassing 30 countries sub divided by regions namely East Southeast South and Central Asia and considers the extent to which these are being implemented and with what effect The most recent iteration of language education policies of each of the countries is described and the impact and potential consequence of any change is critically considered Each country chapter provides a historical overview of the languages in use and language education policies examines the ideologies underpinning the language choices and includes an account of the debates and controversies surrounding language and language education policies before concluding with some predictions for the future **World Language Education as Critical Pedagogy** Timothy G. Reagan,Terry A. Osborn,2020-09-02 Accessible and cutting edge this text is a pivotal update to the field and offers a much needed critical perspective on world language education Building off their classic 2002 book *The Foreign Language Educator in Society* Timothy G Reagan and Terry A Osborn address major issues facing the world language educator today including language myths advocacy the perceived and real benefits of language learning linguistic human rights constructivism learning theories language standards monolingualism bilingualism and multiculturalism Organized into three parts Knowing Language Learning Language and Teaching Language this book applies a critical take on conventional wisdom on language education evaluates social and political realities assumptions and controversies in the field Each chapter includes questions for reflection and discussion to support students and educators in developing their own perspectives on teaching and learning languages With a critical pedagogy and social justice lens this book is ideal for scholars and students in foreign world language education social justice education and language teaching methodology courses as well as pre and in service

teachers Migration, Multilingualism and Education Latisha Mary,Ann-Birte Krüger,Andrea S. Young,2021-07-01 This book explores the question of how equitable and inclusive education can be implemented in heterogeneous classes where learners languages and cultures reflect the social reality of mass migration and everyday plurilingualism The book brings together researchers and practitioners working in inclusive teaching and learning in a variety of migration contexts from pre school to university The book opens with an exploration of the relationship between language ideologies and policies with respect to the inclusion of learners for whom the language of education is not the language spoken in the home The following section focuses on innovative pedagogical practices which allow migrants to be socially culturally and institutionally included at school and at university while using their plurilingual competences as resources for learning teaching and allowing them to fully realise their potential English Language Ideologies in Korea Jinhyun Cho,2017-07-27 This volume critically examines the phenomenon of English fever in South Korea from both micro and macro perspectives Drawing on original research and rich illustrative examples the book investigates two key questions why is English so popular in Korea and why is there such a gap between the dreams and realities associated with English in Korea These questions are explored through the eyes of English Korean translators and interpreters who represent the professional group most intensely engaged in the zeal for English language mastery Macro perspectives focus on historical factors leading to the rise of English with English Korean translation and interpreting as a key theme Micro perspectives explore the dreams that individuals attach to English and the ways in which they imagine it can transform their lives and contrast these dreams with the stark realities felt on the ground The gaps between these dreams and realities are explored from various angles which include commodification gender and neoliberalism The book thus offers fresh insights on how the phenomenon of English fever has been created reproduced and sustained from both historical and contemporary viewpoints From the reviews This is an important study of how English is experienced in one country Korea A very insightful analysis of the interlocking of historical factors influencing the status of English and the interlocking significance of class gender aesthetics myth making and the role of the media and competitive commodification The study is based on competent use of relevant theoretical approaches solid fieldwork and a personal capacity to draw complex threads together It demonstrates how language policy can be analysed in a stimulating way that has major importance beyond the borders of Korea Language ideologies are brought to life effectively Robert Phillipson Emeritus Professor Copenhagen Business School Denmark The Myth of Educational Reform Thomas S. Popkewitz,B. Robert Tabachnick,Gary Wehlage,1982

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