1. Record Nr. UNINA9910462353503321

Autore Stubbs Michael <1947-, >

Titolo Language, schools and classrooms / / Michael Stubbs

Pubbl/distr/stampa Abingdon, Oxon:,: Routledge,, 2012

ISBN 1-280-68602-2

9786613662965 1-136-46993-1 0-203-12856-7

Edizione [Second edition.]

Descrizione fisica 1 online resource (169 p.)

Collana Routledge library editions. Education;; v. 200

Disciplina 372.6

372.60941

Soggetti Language arts - Great Britain

Children - Great Britain - Language

Sociolinguistics Electronic books.

Lingua di pubblicazione Inglese

Formato Materiale a stampa

Livello bibliografico Monografia

Note generali First published in 1983 by Methuen.

Nota di bibliografia Includes bibliographical references and indexes.

Nota di contenuto LANGUAGE, SCHOOLS AND CLASSROOMS; Copyright; Language, schools

and classrooms; Copyright; Contents; Editor's introduction; Foreword to the second edition; 1 Why is language important in education?; The language of education?; Language, learning and classrooms; Teacher training and language study; 2 Some basic sociolinguistic concepts; Language and attitudes to language; The primitive language myth; Standard and nonstandard English; Language structure and language use; The implication of such distinctions; 3 Bernstein's theory of restricted and elaborated codes; The work of Basil Bernstein

Bernstein's early workBernstein's later work (1973); Do the codes exist?; Some possible confusions; Conclusions; 4 Labov and the myth of

linguistic deprivation; Languages, logic, explicitness and grammar; Nonstandard languages as media of education; The myth of linguistic deprivation; Labov and Bernstein; West Indian children in British schools; A pseudo-problem?; 5 The need for studies of classroom language; Reasons for studying classroom languag; Our ignorance of classroom langua; The rationale for naturalistic studies; Teachers as researchers; 6 Studies of classroom language

Commentaries on classroom dialogueThe structure of classroom dialogue; The classroom as a sociolinguistic setting; Studying social processes in classrooms; 7 Teaching and talking: the hidden curriculum of classroom talk; The hidden curriculum; The framing of educational knowledge; Discourse structure and assumptions about teachin; The social construction of children's ability; Teaching as talking: some cross-cultural data; 8 Towards a sociolinguistic analysis of language in education; Language as evidence for educational statemen; Language is organized

Criteria for studies of language in education9 Some topics for investigation; Further reading; References and name index; Subject index

## Sommario/riassunto

The role of language is central in education - but there is much debate about the exact relation between children's language and their educational success. The author provides a clear guide to the basic issues in the debates over language deficit, standard English and classroom language, and in this edition he shows how work in sociolinguistics can give a better understanding of the place of language in education and society.