

1. Record Nr.	UNINA9910511727303321
Autore	Baratta Alex
Titolo	Accent and teacher identity in Britain : linguistic favouritism and imposed identities // Alex Baratta
Pubbl/distr/stampa	London : , : Bloomsbury Academic, , 2018
ISBN	1-350-05495-X 1-350-05493-3
Descrizione fisica	1 online resource (210 pages)
Disciplina	421.60883711
Soggetti	English language - Dialects - Great Britain English language - Social aspects - Great Britain English language - Variation - Great Britain Identity (Psychology) Teachers - Psychology Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- 1. Personal and Professional Identities in the Teaching Profession -- 2. Accents in Britain and Linguistic Prejudice -- 3. Methodological Approach -- 4. Acceptance of Modification of Language -- 5. Aspiring to a Personally Idealised Teacher Identity -- 6. Abandoning the Personal Identity by Request -- 7. Concluding Thoughts and the Need for Standard Accents -- References -- Index
Sommario/riassunto	"In British society, we celebrate diversity and champion equality across many areas, such as race and religion. However, where do British accents stand? Do notions such as 'common' or 'posh' still exist regarding certain accents, to the extent that people are deemed fit, or not, for certain professions, despite their qualifications? Accent and Teacher Identity in Britain explores these questions and Alex Baratta's research shows that those with accents regional to the North and Midlands are most likely to be told by mentors and senior staff to essentially sound less regional, whereas those from the Home Counties are less likely to be given instructions to change their accent at all. Baratta investigates the notion of linguistic power, in terms of which

accents appear to be favoured within the context of teacher training and from the perspective of teachers who feel they lack power in the construction of their linguistic teacher identity. He also questions modifying one's accent to meet someone else's standard for what is 'linguistically appropriate', in terms of how such modified accents impact on personal identity. Is accent modification regarded by the individual neutrally or is it seen as 'selling out'?"--Bloomsbury Publishing.
