

1. Record Nr.	UNINA9910790397503321
Autore	Stubbs Michael <1947-, >
Titolo	Language, schools and classrooms // Michael Stubbs
Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2012
ISBN	1-136-46992-3 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
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 dialogue
The 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 teaching; 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 statements; Language is organized
Criteria for studies of language in education
9 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.
