Record Nr. UNINA9910815828803321 Autore Bernstein Basil B Titolo Class, codes, and control. Volume I Theoretical studies towards a sociology of language / / Basil Bernstein London; ; New York, : Routledge, 2003, c1971 Pubbl/distr/stampa **ISBN** 1-134-41366-1 1-280-25457-2 9786610254576 0-203-01403-0 Edizione [1st ed.] Descrizione fisica 1 online resource (225 p.) Class, codes and control; Volume 1 Collana Disciplina 306.44 Soggetti Educational sociology Sociolinguistics Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali First published in 1971 by Routledge & Kegan Paul. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Cover; CLASS, CODES AND CONTROL: Theoretical Studies towards a Sociology of Language; Copyright; Contents; Acknowledgments; Foreword; Introduction; Part I Beginnings; Chapter 1 Some sociological determinants of perception; Chapter 2 A public language: some sociological implications of a linguistic form; Chapter 3 Language and social class; Part II Developments; Chapter 4 A review of 'The Lore and Language of Schoolchildren'\*; Chapter 5 Linguistic codes, hesitation phenomena and intelligence; Chapter 6 Social class, linguistic codes and grammatical elements Chapter 7 A socio-linguistic approach to social learningPart III Explorations; Chapter 8 A socio-linguistic approach to socialization: with some reference to educability; Chapter 9 Social class, language and socialization; Chapter 10 A critique of the concept of compensatory education; Chapter 11 On the classification and framing of educational knowledge; Addendum: A note on the coding of objects and modalities of control; Postscript; Index Sommario/riassunto 'Bernstein's hypothesis will require [teachers] to look afresh not only at

their pupils' language but at how they teach and how their pupils learn.'Douglas Barnes, Times Educational Supplement'His honesty is

such that it illuminates several aspects of what it is to be a genius.'Josephine Klein, British Journal of Educati