

## **Scrutinizing mass culture language ideologies in class**

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Mass culture texts form a significant part of students' everyday practices, since not only they are included in their extracurricular activities but they have recently been introduced in school curricula (Alvermann et al. 1999). What is more, mass culture texts seem to be a suitable locus for the study of language variation, as they often include simulated representations of linguistic varieties. These representations seem to reproduce and enhance particular language ideologies in Greek culture. More specifically, mass culture discourse often promotes linguistic homogeneity and its ensuing stereotypes, while the negotiation and/or challenge of (socio)linguistic boundaries by, for example, TV characters often becomes the source of humor; this results in the challenge of the recently documented phenomenon of superdiversity and its relevant practices.

In this study, we explore the development of sample learning material based on a critical analysis of Greek TV mass culture texts. This material is intended to raise student language awareness and to develop their critical literacy by enabling them to identify and reflect on the represented inequality among linguistic varieties. Also, the development of such material aims to draw attention to the fact that humor contributes to the reinforcement of linguistic homogeneity via covertly stigmatizing linguistic variation and/or the recontextualization of language varieties. Following a multiliteracies framework (Kalantzis & Cope 2005), we aim to develop ways of collecting and analyzing mass culture texts so as to enable student awareness of the language ideologies reproduced and reinforced in these texts.

Alvermann, D.E., Moon, J.S. & Hagood, M.C. 1999. *Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy*. Newark: International Reading Association, the National Reading Conference.

Kalantzis, M., Cope, B. & the Learning by Design Project Group. 2005. *Learning by Design*. Melbourne: Victorian Schools Innovation Commission, Common Ground Publishing.

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