Teacher students’ language ideologies – past and future trajectories

Hilde Sollid

UiT The Arctic University of Norway, Norway

In previous research it is documented that in addition to content and pedagogical knowledge teacher’s beliefs shape pedagogical practices in the classroom (cf. Hall 2005). It is also argued that teacher beliefs are «often resistant to change in the face of approaches and methods that run counter to those beliefs» (Razfar 2012:62). From this it is apparent that teacher education programs become important when it comes to contributing to the students’ beliefs about language and their professional understanding of the national language policy and language ideologies embodied in the curriculum. During education the students are developing their ideas of themselves as future teachers. For the individual students, the process of becoming a teacher is connected both to past experiences as pupils, current experiences as students and also to their emerging idea themselves as teachers.

In this presentation, I explore what Norwegian teacher students say about their language beliefs, i.e. whether they describe similarities or emerging differences between past and future language ideologies. In order to approach this question I use narratives as an access point to the students’ beliefs about language (cf. De Fina & Georgakopoulou 2012, Razfar 2012). I analyze narratives from two groups of primary school teacher students in the teacher education program where I regularly teach the subject Norwegian. The narratives appear in research interviews that I have done with the students after teaching about the linguistic diversity of Norway from a number of perspectives (i.e. the minority languages of Norway, the two written standards Bokmål and Nynorsk, Norwegian dialects, Norwegian as a second language, and language attitudes). In addition to research interviews I base my analysis on data from participant observation, questionnaires and written assignments.

Keywords: language ideologies, narrative analysis, education.