Education is a particularly interesting context to examine language use and language ideology in. Not only is education an important area of language controversy (May 2001), it is also a governmental matter, in that most nations and states determine language policies that shape, through schooling, students’ linguistic repertoires and language attitudes. These repertoires and attitudes reflect an increasingly ’superdiverse’ linguistic diversity (Vertovec 2007, Blommaert and Rampton 2011) that schools are often ill-equipped to handle. The average classroom contains an increasing number of different yet often intertwined language ideologies, and continuous interactions or conflicts between the language ideologies of teachers and those of pupils (cf. Jaspers 2005). Eliciting these ideologies has proven to be a complicated task for educational sociolinguistics.

In this colloquium, we want to address some key questions and topics in eliciting, analyzing and interpreting language ideologies in the classroom, taking into account the full scope of decisive factors in the emergence, spread and decline of language ideologies, such as (governmental) language policy, teacher agency and the role of pupils/students:

– What counts as language ideologies? There are differences in the degree of ’awareness’ or ‘consciousness’ teachers and pupils have regarding their language ideologies. Are the less ’conscious’ and more covert ideologies the ’real’ language ideologies of teachers, as they are not influenced by societal demands or policy regulations, or should the term 'language ideology’ be reserved for explicitly articulated opinions on language (Silverstein 1979)?

– Which method(s) should be used to elicit language ideologies in the classroom? And how could different methods supplement each other? The question is important, as previous research on language attitudes has yielded ambiguous and difficult to interpret results (cf. Delarue in press).

– What is the impact of (governmental) language policy on teacher’s and pupils’ language ideologies? Policies can be very dismissive towards (minority) languages other than the official standard(s), for a wide range of reasons. Are teachers influenced by these official (and often restrictive) language policies, or do they act along the lines of their own personal ideologies? Do teachers and pupils (and can they) negotiate these ideologies?

References:


Contributors and titles:

1. Tamás Péter Szabó (University of Jyväskylä, Finland): Authoritative practices in school socializa-
tion in Hungary after the transition. An analysis of children’s narratives

2. Vuk Vukotic (University of Vilnius, Lithuania): "They cannot speak their mother tongue!" Online commentaries about "decreasing" schoolchildren language competencies in Serbia, Sweden and Lithuania

3. Steven Delarue (Ghent University, Belgium): Talking normal or talking formal? Competing language ideologies in Flemish schools.

4. Loreta Vaicekauskienė (Research Institute of the Lithuanian Language/University of Vilnius, Lithuania): YOU make the language and WE decide upon the rules! Maintenance of standard language ideology through indoctrination of students and teachers

5. Hilde Sollid (University of Tromsø, Norway): Teacher students’ language ideologies – past and future trajectories

6. Hans G. Müller, Heike Wiese, Katharina Mayr, Philipp Krämer, Patrick Seeger, Verena Mezger, Karin Schmidt (University of Potsdam, Germany): Can we change teachers’ attitudes towards linguistic diversity? Effects of an antibias programme

7. Discussant: Sharon Harvey (Auckland University of Technology, New Zealand)

Keywords: