Posh Talk

Language and Identity in Higher Education

Siân Preece Education Initiative Centre, University of Westminster, UK



Contents

| Li | st of Tables | ix |
|---------------------------|--|----|
| Acknowledgements | | x |
| Transcription Conventions | | xi |
| ln | troduction | 1 |
| Re | esearch ethos | 6 |
| Tŀ | ne structure of the book | 8 |
| 1 | Widening Participation | 11 |
| | Introduction | 11 |
| | Expansion of tertiary education | 11 |
| | Inequalities in access | 13 |
| | Black and minority ethnic students | 14 |
| | Linguistic diversity and widening participation | 18 |
| | The local context: Millennium University | 20 |
| | A snapshot of linguistic diversity at Millennium | 22 |
| | Conclusion | 25 |
| 2 | Theorising and Analysing Identity | 27 |
| | Introduction | 27 |
| | Discourse | 28 |
| | Discoursing subjects | 29 |
| | Positioning | 30 |
| | The theory/practice interface | 33 |
| | Spoken interactions | 35 |
| | Communities of practice | 37 |
| | Conclusion | 38 |
| 3 | Approaches to Academic Writing | 40 |
| | Introduction | 40 |
| | Skills | 41 |
| | Socialisation | 44 |
| | Literacies | 49 |
| | Conclusion | 52 |

| 4 | Multilingual Masculinities in the Classroom | 55 |
|----|---|----------|
| | Introduction | 55 |
| | Presentations of self and fellow undergraduates | 56 |
| | Representations of academic language and literacy practices | 68 77 |
| | Identifications with language Conclusion | 82 |
| _ | | |
| 5 | Multilingual Femininities in the Classroom Introduction | 84 84 |
| | Presentations of self and fellow undergraduates | 85 |
| | Representations of academic language and literacy practices | 94 |
| | Identifications with language | 99 |
| | Conclusion | 107 |
| 6 | Multilingual Masculinities in Lecturer/Student | |
| U | Interactions | 109 |
| | Introduction | 109 |
| | Identification with language | 110 |
| | Identification with reading | 123 |
| | Conclusion | 138 |
| 7 | Multilingual Femininities in Lecturer/Student | |
| | Interactions | 140 |
| | Introduction | 140 |
| | Identification with language | 141 |
| | Identification with reading | 155 |
| | Conclusion | 168 |
| 8 | Towards Inclusion | 170 |
| | Introduction | 170 |
| | Performances of gender | 171 |
| | Orientation to the academic community | 173 |
| | Towards inclusion | 176 |
| | Approaches to student writing | 181 |
| | Attitudes to the perspectives and linguistic repertoires of | |
| | multilingual learners | 185 |
| | Final thoughts | 191 |
| N | lotes | 193 |
| В | ibliography | 196 |
| Ir | ndex | 209 |