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Education - Topic 1: Class differences
in achievement (1)

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Elaborated Codes Basil Bernstein
(1924–2000) was a linguist and

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researcher at the Institute of Education, University of London, who put the case that the form of language use of working class (who speak a 'restricted code') as contrasted with middle class students (who speak an 'elaborated code'), in part explained their comparative performance at

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Elaborated Codes - New ...

Bernstein suggests a correlation
between social class and the use of
either elaborated or restricted code.

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He argues that in the working class you are likely to find the use of the restricted code, whereas in the middle class you find the use of both the restricted and elaborated codes.

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Elaborated and Restricted Codes:
Their Social Origins and Some
Consequences BASIL BERNSTEIN
University of London INTRODUCTION
THIS paper represents an attempt to
discuss some aspects of the interrela-
tionships between social structure,

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Elaborated Codes forms of speech, and the subsequent regulation of behavior.

Elaborated and Restricted Codes:
Their Social Origins and ...

According to James Atherton of the
Doceo Teaching and Learning

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Elaborated Codes Website, the construct of restricted and elaborated language codes was introduced by Basil Bernstein in 1971. As an educator, he was interested in accounting for the relatively poor performance of working-class students in language-based subjects, when they were achieving scores as high as

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their middle-class counterparts on
mathematical topics.

Basil Bernstein - Theory of Language
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Basil Bernstein ...

Restricted Language Code. Basil

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Bernstein's theory about language codes and differential achievement by social class suggests that working-class pupils tend to only use the restricted code. That is the code of informal spoken English that often features colloquialisms and idiomatic turns of phrase as well as non-

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standard grammar and simplistic
sentence structure.

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Basil Bernstein made a significant
contribution to the study of

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Communication with his sociolinguistic theory of language codes. Within the broader category of language codes are elaborated and restricted codes.

Basil Bernstein | Psychology Wiki |
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Bernstein suggests a correlation between social class and the use of either elaborated or restricted code. He argues that in the working class you are likely to find the use of the restricted code, whereas in the middle class you find the use of both the restricted and elaborated codes.

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Basil Bernstein - Wikipedia

Basil Bernstein Use of Restricted and Elaborated codes in use of language. (Part of Verbal and non-verbal communication). 2.

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Basil Bernstein - SlideShare

In a previous paper (Bernstein, 1962) two general types of linguistic code, elaborated and restricted, were proposed. These codes were regarded as functions of different forms of social relationships. The codes were thought

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to entail qualitatively different verbal
planning orientations which control
different modes of self-regulation and
levels of cognitive behaviour.

Social Class, Linguistic Codes and
Grammatical Elements ...

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ELABORATED AND RESTRICTED CODE. Terms introduced by the British sociologist Basil Bernstein in the 1960s, referring to two varieties (or codes) of language use, seen as part of a general theory of the nature of social systems and social rules. The elaborated code was said to be used

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in relatively formal, educated situations, permitting people to be reasonably creative in their expression and to use a range of linguistic alternatives.

ELABORATED AND RESTRICTED

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Sunday, 6 December 2015
Bernstein
Restricted and Elaborated Codes
(1971) The construct of elaborated
and restricted language codes was
introduced by Basil Bernstein in 1971
and was stimulated by his experience
teaching in further education.

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English Language Blog: Bernstein
Restricted and Elaborated ...
Basil Bernstein makes a significant
contribution to the study of
Communication with his sociolinguistic
theory of language codes. Within the

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Elaborated Codes
A broader category of language codes are elaborated and restricted codes. For the purposes of this paper, the term code, as defined by Stephen Littlejohn in Theories of Human Communication (2002), “refers to a set of organizing principles behind the language employed by members of a

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The construct of elaborated and restricted language codes was introduced by Basil Bernstein in 1971, as a way of accounting for the

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relatively poor performance of working-class pupils on language-based subjects, when they were achieving as well as their middle-class counterparts on mathematical topics. Interestingly, it was stimulated directly by his experience of teaching in further education.

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Language Codes - doceo
Basil Bernstein Basil Bernstein
researched speech and how it affected
educational attainment. Bernstein
suggested that class difference in
speech patterns were related to

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Restricted
speech code is a kind of shorthand
speech, which Bernstein claimed is
used by the working class and in more
generality by married couples.

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Bernstein suggests a correlation between social class and the use of either elaborated or restricted code. He argues that in the working class you are likely to find the use of the restricted code, whereas in the middle class you find the use of both the re-

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Basil Bernstein — Wikipedia

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Bernstein, Basil. (1924-) social theorist and specialist in the SOCIOLOGY OF EDUCATION, who is best known for

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his pioneering work on
SOCIOLINGUISTICS and his
examination of the relationship
between social class and children's
acquisition and use of language in the
context of the family and the school.
His earliest papers, in the 1960s,
established the existence of working-

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class 'restricted' codes and middle-
class 'elaborated' codes of formal
and public language (see
ELABORATED CODES ...

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Fully updated and revised, the second edition of *New Learning* explores the contemporary debates and challenges in education and considers how schools can prepare their students for

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the future. New Learning, Second Edition is an inspiring and comprehensive resource for pre-service and in-service teachers alike.

Basil Bernstein: The Thinker and the Field provides a comprehensive introduction to the work of Basil

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Bernstein, demonstrating his distinctive contribution to social theory by locating it within the historical context of the development of the sociology of education and Sociology in Britain. Although Bernstein had a particular interest in education, he did not see himself as a sociologist of

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Elaborated Codes. By exploring Bernstein's intellectually collaborative character and the evolving system of ideas, drawing upon anthropology and linguistics, the originality of Bernstein's contribution to the social sciences can be truly identified. Rob Moore's text offers a provocative and

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challenging account both of Bernstein, and of British sociology and education, approaching Bernstein's work as a complex model of intertwining ideas rather than a single theory. Continued interest in Bernstein's work has opened up a world-wide network of scholarship, and Moore considers

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Elaborated Codes alongside contemporary research alongside classical sources in Durkheim and Marx, to provide a historical analysis of the fields of British Sociology and the sociology of education, pinpointing Bernstein's position within them. The book is organised into two main parts: The Field Background and Beginnings

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Durkheim, Cosmology and Education
The Problematic The Structure of
Pedagogic Discourse Bernstein and
Theory Bernstein and research The
Pedagogic Device Written by a leading
authority in the field, this text will be
valuable reading for post-graduate
students of sociology and education,

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along with active researchers and their
research students.

Thematically organized around the
major concerns of Basil Bernstein's
work as a sociologist, this book
includes chapters from some of the
leading sociologists and educational

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Scholars. Each section attempts to provide a critical evaluation of Bernstein's work, framed within four interrelated contexts: his sociological theory, sociology of language and code theory, sociology of education and social reproduction, and the influence of his sociology on

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Elaborated Codes. In a separate section, Bernstein himself responds to the earlier chapters. The book examines Bernstein's sociology of schools in relation to his general sociological theory and in doing so demonstrates that sociology is an essential lens for understanding the

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Elaborated Codes of schooling.

It also provides a critical evaluation of the strengths and weaknesses of Bernstein's work, as well as a correction to current work in education, which eschews theory in favor of practicality.

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Over a career spanning forty years, Basil Bernstein produced theoretical models about the workings of educational systems, and how these systems produce social relations of inequality. He was considered by many to be a radical scholar whose work generated enormous

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controversies. One such controversy was around code theory, specifically restricted and elaborated codes which came to signify--for some scholars--the deficit views of those living in poverty. Bernstein weathered the intensity of the debates around these ideas, spending much of his

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career vehemently challenging deficit portrayals of code theory, reworking and extending his theoretical corpus with the development of ideas around pedagogic discourse and identity. The past decade has witnessed a revival of interest in Bernstein's theoretical ideas across fields as diverse as policy

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studies, sociology of education,
curriculum and pedagogy studies,
anthropology, linguistics, and social
and cultural psychology. This book
contributes to the revival of Bernstein's
work by examining specifically some
women's contribution to this theoretical
corpus. The contributions traverse a

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Elaborated Codes, building a rich tapestry of concepts to think about education systems and the formation of social minds. Significantly the book tackles the complex matter of how to empirically work with Bernstein's ideas, and so contribute to debates about the nexus between theory and

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Elaborated Codes. The chapters in this book were originally published as articles in Taylor & Francis journals or previously published in Taylor & Francis books.

This book provides a detailed overview of the sociology of Basil Bernstein, locating his thinking within the history

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of the field of British sociology in his lifetime and providing a clear introduction to Bernstein's thought for those not familiar with his works as well as for those who are.

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Basil Bernstein is one of the most creative and influential of contemporary British sociologists, yet his work – especially that relating to language and social structure – is widely misunderstood and misrepresented. This book, first published in 1985, addresses the

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Underlying themes and continuities in Bernstein's work and portrays him as a sociologist in the Durkheimian tradition. This reissue will be of particular value to students interested in the sociology of education, language and society, anthropological linguistics and communication studies.

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Spending much of his career vehemently challenging deficit portrayals of code theory, reworking and extending his theoretical corpus with the development of ideas around pedagogic discourse and identity. The past decade has witnessed a revival of interest in Bernstein's theoretical

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ideas across fields as diverse as policy studies, sociology of education, curriculum and pedagogy studies, anthropology, linguistics, and social and cultural psychology. This book contributes to the revival of Bernstein's work by examining specifically some women's

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Contribution to this theoretical corpus.

The contributions traverse a number of disciplines, building a rich tapestry of concepts to think about education systems and the formation of social minds. Significantly the book tackles the complex matter of how to empirically work with Bernstein's

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ideas, and so contribute to debates about the nexus between theory and methods. The chapters in this book were originally published as articles in Taylor & Francis journals or previously published in Taylor & Francis books.

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