Being and Becoming American: Triangulating Habitus, Field, and Literacy Instruction in a Multilingual Classroom

Lara Handsfield
Illinois State University

Abstract
This case study research documents how one teacher's personal language and literacy practices and the sociopolitical structures of her profession intersect in her literacy instruction for her multilingual third grade students. Centering my analysis on Graff's (1987) notion of the 'literacy myth,' I discuss how the dialectic between Bourdieu's habitus and field unfolds in the performative space of the classroom, challenging this discourse in small but significant ways. Complimenting research exploring students' out-of-school language and literacy practices, this paper addresses how a teacher's literate life history is performed in the classroom and who stands to benefit from these discursive performances.

How to Cite

Authors who publish with this journal agree to the following terms:

a. Authors retain copyright and grant the journal the right of first publication with the work simultaneously licensed under a Creative Commons Attribution License that allows others to share the work with an acknowledgement of the work's authorship and initial publication in this journal.
b. Authors are able to enter into separate, additional contractual arrangements for the non-exclusive distribution of the journal's published version of the work (e.g., post it to an institutional repository or publish it in a book), with an acknowledgement of its initial publication in this journal.
c. Authors are permitted and encouraged to post their work online (e.g., in institutional repositories or on their website) prior to and during the submission process, as it can lead to productive exchanges, as well as earlier and greater citation of published work (See The Effect of Open Access).
Assessing and identifying learning difficulties in multilingual and instructed classroom contexts. Effects of slds on learning additional languages. Conclusion. In many contexts, communication skills in an additional language are just as essential as literacy and numeracy skills. Individual differences that impact on second language (L2) development have been widely researched within the field of second language acquisition, but until recently, the language learning processes of students with additional needs have received little attention (see, e.g., Kormos, 2017; Kormos & Kontra, 2008; Kormos & Smith, 2012). Language Policy for the Multilingual Classroom: Pedagogy of the Possible. Uploaded by Janelle Johnson. They point out some of the complexities of language ideologies and are frank about the difficulties of shifting from a commonly held language as problem orientation to language as a resource (Ruiz 1988), a theme that threads throughout the volume. Editors Christine He´lot and Muiris O´ Laoire argue that an important space for such a shift is in the field of teacher education and professional development, with a focus on teacher agency. Mejı´a). These four chapters reference the challenges of monolingual habitus in schools and classrooms for multilingual students.