**Education and Childhood Studies: Assessment Report Form**

**Part 1: To be completed by the student and submitted with each piece of assessed work.**

| Student Number | 461624 | Module Code | EDU6004 |
| --- | --- | --- | --- |
| Short Title of Assignment | Dissertation Part 1 | | |
| Course/Marking Tutor | Module Team | Date of Submission | 26/01/2025 |
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| **To pass this module all ILOs must be met.** |
| --- |
| The ILOs for this module are:  **ILO1 A systematic approach to appropriate research design grounded within the principles of school-based research**  **ILO2 A systematic evaluation of a particular classroom or school-based issue**  **ILO3 You can systematically deploy an extended bibliography\* using sources that are credible and relevant to the research topic. \*Literature/reference** |

| Criterion | 100-80  Excellent | 79-70  Very good | 69-60  Good | 59-50  Sound | 49-40 Satisfactory | 39-20  Fail | 19-0  Fail |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Knowledge and application of subject and theories** | Knowledge and understanding of theory are exceptionally detailed and beyond what has been taught. Appreciation of the limits of subject-specific theories demonstrated throughout the work.  Approach to assessment task is clearly, appropriately, and consistently theoretically informed. | Demonstrates an extensive, sophisticated, accurate, systematic theoretical understanding of the subject and a wide range of key theories.  Appropriately selected theoretical knowledge is synergised into the overall assessment task with some appreciation of the limits of subject specific theories. | Shows a sophisticated systematic and accurate understanding of key  subject-specific theories, which are appropriately integrated within the context of the assessment task. | Sound descriptive knowledge of key theories with appropriate application; sometimes balanced towards the descriptive rather than the critical or analytical. | Selection of theory is satisfactory, and terminology, facts and concepts are handled accurately, but application and/or understanding is generalised. | In this assignment some of the theories presented are not appropriate. Terminology, facts, and concepts are presented inaccurately and/or with omissions in key areas. The application and/or understanding demonstrated is limited. | In this assignment there is a lack of relevant  subject-specific theory. |
| **2. Information gathering/ processing** | Uses initiative to seek out new sources of information, evaluates their validity against a broad range of highly relevant information and synthesises and evaluates their validity comprehensively  and with flair. | Selects a broad range of highly relevant information. Demonstrates understanding of the complexity of the information and processes it comprehensively and creatively. | Selects appropriate information and processes it thoroughly with critical evaluation and some creativity. | Selects appropriate information and evaluates and comments on it with some creativity, some readings beyond the set range. | Selects generally appropriate research and primary sources and shows ability to evaluate and comment on them adequately. | The selection of sources/data here is not appropriate to the task and there are not enough evidenced evaluations of readings and research to support the work. | The selection of sources/data here is not appropriate to the task and the evidence gathered is not evaluated systematically. |
| **3. Evaluation of process and the quality of information / data developed** | Evaluates to a high degree complex information and/or data and the inquiry process perceptively and comprehensively using appropriate criteria that are largely  original/self-determined. | Evaluates complex information and/or data and the inquiry process perceptively and comprehensively using appropriate criteria some of which are  self-determined. | Effectively and thoughtfully evaluates information and/or data and the inquiry process, including critique of the techniques used. | Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. | Shows basic evaluation of the inquiry methodology and information and/or data generated. | In this submission, evaluation of process and the information and/or data is incomplete. | The work shows limited or no evaluation of either process or outcomes. |
| **5. Referencing** | Sources used are acknowledged in the text and reference list and used perceptively to support discussion.  Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list.  Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present. | Sources of information acknowledged but integration between text and reference list is mainly effective. Attempts to follow systematic approach, appropriate to the discipline.  Elements of individual references  are generally complete. | Some sources of information are acknowledged here but links between text and reference list are unclear. Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent. | Little or no acknowledgement of sources of information in text and/or reference list in this submission. |
| **6. Clarity of objectives and focus of work (*Research focus is con*solidated *and supported through the development of literature*)** | This work defines appropriate objectives in detail and addresses them consistently, logically, coherently, comprehensively and with exceptional creativity, showing sophisticated interpretation of complex ideas. | This work defines appropriate objectives in detail and addresses them comprehensively, logically, coherently and with creativity, interpreting complex ideas clearly. | This work defines appropriate objectives and addresses them coherently and logically throughout the work with creativity while engaging with complex ideas. | This work outlines appropriate objectives and addresses them in a logical and coherent manner which gives a focus to the work with some creativity. | This work uses generalised objectives to provide adequate but limited focus to the work. Overall, logical, and coherent but with limited creativity. | In this piece of work objectives are not appropriate and/or clearly identified – focus is not logical or coherent. | In this piece of work no objectives are identified, and the submission lacks focus and coherence. |
| **7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)** | Methodology selected is effective and appropriate to the aims and objectives of the task and allows for the effective collection and recording of complex data. A convincing, self-determined, and perceptive rationale for the selection of this methodology is provided. | Methodology selected is effective and appropriate to the aims and objectives of the task and allows for the effective collection of complex data. A thorough, convincing, and perceptive rationale for the selection of this methodology is provided. | Methodology selected is effective and appropriate to the aims and objectives of the task and a perceptive rationale for its selection is provided. | Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones. | Methodology used is appropriate to the task and brief rationale offered refers to established guidance. | In this piece of work the choice of methodology and relationship to information and/or data being collected is confused and confusing. | In this piece of work the issue of methodology is not addressed and/or an inappropriate methodology is selected. The planning rationale is unclear. |
| 19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy) | Fluent and accomplished writing, appropriate to assignment. grammar, spelling, and numeracy are highly accurate. | Fluent writing, appropriate to the assignment. grammar, spelling, and numeracy are accurate. | Language generally fluent and expressive. grammar, spelling, and numeracy accurate. | Meaning is clear but language not always used fluently. grammar, spelling and/or numeracy is mainly accurate. | Understandable and clear meaning, but language choices include errors which detract from the argument. Accuracy of spelling, punctuation, grammar and numeracy allows understanding but needs to be improved. | In this piece of work the meaning is often unclear with frequent errors in grammar, spelling, and or numeracy | In this piece of work, the meaning is unclear throughout. Errors in spelling, grammar, punctuation and/or numeracy make interpretation challenging for an assessor. |

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Dissertation Part 1

bernstein's theory of language codes and the relevancy it attains in explaining the relationship between social class and academic success in contemporary primary education

Alida Vetrugno

461624

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Supervisor:

Darren Garside

School of Education

Bath Spa University

United Kingdom

**Table of Content**

[**1. Introduction 3**](#_heading=h.2et92p0)

[1.1) Introduction 3](#_heading=h.iba7rv38fjju)

[1.2) Dissertation outlines 4](#_heading=h.8ti99yox8qye)

[1.3) Aims 4](#_heading=h.yzippnkebb53)

[**2. Literature Review 6**](#_heading=h.2s8eyo1)

[2.1) Basil Bernstein: Elaborate and restricted code theory (145 more words) 6](#_heading=h.hqe4knl16548)

[2.2) Linguistic Accessibility and the Reinforcement of Social Inequality in Education (174 more words) 7](#_heading=h.ij3gyvglxw0)

[2.3) Curriculum design and linguistic bias (190) 7](#_heading=h.f6bu3zz4n4wl)

[2.4) Theoretical influences (289) 8](#_heading=h.eeadnaqau2lp)

[2.5) Literature review summary (71 more words) 8](#_heading=h.7qnv0kxkqc0h)

[**3. Methodology 10**](#_heading=h.yvb8utlfuq2k)

[3.1) Research Questions 10](#_heading=h.5tgua3y8nywz)

[3.2) Methodology 11](#_heading=h.me9i7swgwuhx)

[3.3) Systematic Literature Reviews 12](#_heading=h.ah07ubwrlbbm)

[3.4) Data extraction and Analysis 14](#_heading=h.tiyon0mzenup)

[3.5) Database and search terms 14](https://docs.google.com/document/d/1-_T3c0A91EaKSrn4nFS7J642--91KNlp/edit#heading=h.gcucjzi1o61r)

[**4. Summary 16**](#_heading=h.eg9bbafy557x)

[**4. References 17**](#_heading=h.49x2ik5)

# Introduction

## *1.1) Introduction*

According to their 2023/24 statistics, parental occupation, education and their overall family income positively correlate with pupil exam success (measured by the KS4 Best 8 score). (Researcher). However, as stated within their results, it is hard to define whether this outcome has been influenced by other factors such as ethnicity with the study commenting that ethnicity and SES are intertwined. Nonetheless, this research data is both recent and covers the whole population making it representative. Research based evidence portrays the influence that SES attains on academic achievement and therefore determines that class-based inequalities continue to exist in education.

The purpose of this research is to understand the relevancy that Basil Bernstein's theory of language codes attains in explaining the relationship between SES and academic achievement in contemporary primary education. There are certain key terms and concepts within the research title that will hold great significance within this dissertation. These include Bernstein, Language, Social class, academic achievement and contemporary education. Further key terms not mentioned within the title yet will also assist in the comprehension of this study include elaborate and restricted codes, curriculum and inequality.

According to Murphy (2013), educational research most commonly falls in line with four key thematic areas under the title's inequality, identities, teaching and learning. This research focuses on themes of inequality to understand whether students acquiring a lower social status (SES) continue to be at a disadvantage under the hands of contemporary education. The topic is of significant interest as the results produced through this study of language impacting educational outcomes could aid the improvements of the education system. Alternatively, the results could display how far the education system has come in producing forms of learning that has made SES inequality obsolete. In line with the works of Murphy (2013), this study reaches a respectable level of adequacy. However, whether research is doable does not depend on the four key thematic areas alone. The researcher must acquire passion on the topic being studied. The research being performed is driven by a commitment to improving knowledge of the transformative power of language and education which can shape abilities and inequalities.

## *1.2) Dissertation outlines*

This paper will provide a literature review of Bernstein's theory of language codes. This chapter will locate the phenomenon of the dissertation which will entail an overall understanding towards Bernstein’s elaborate and restricted code and their connection to social status and education during the time of writing. included within this section, will be a critique of Bernstein's theory which will spark an understanding of why Bernstein's theory is controversial amongst scholars. Following this will be a description of the 2 most significant research themes and the prominent questions the research aims to unravel. These will be: *Linguistic Accessibility and the Reinforcement of Social Inequality in Education* and *Curriculum Design and Linguistic Bias*. Often, topics for discussion in education will attain theoretical influences. The learning and domain theories that relate to Bernstein's theory will be discussed within the next section. The next chapter will be outlining the research methods and explaining the choice of methods and methodologies deemed reasonable for this dissertation with justifications that can be supported by literature; focusing on systematic literature reviews and data extraction/ collection methods. Part 1 willend with a summary of what can be understood of the literature, method approach so far and what resource is expected to be produced from the research findings.

## *1.3) Aims*

This study aims to fill in current gaps in research and investigate whether the language patterns of a speaker, Bernstein's elaborated and restricted language codes continue to exist in modern society and if they do continue to hold relevancy, how they influence pupil ability to learn effectively. This research aims to understand how much society, the education system and language has evolved within the last 50 years or whether changes still need to be made. Through the examination of linguistic codes and their reflection/ reproduction of social structures, the contribution to more equitable pedagogy that can empower pupils can begin to shape the education system.

# Literature Review

## *2.1) Basil Bernstein: Elaborate and restricted code theory*

Bernstein’s theory of language codes states that each person upholds patterns of speech and language that are generated by their environment and the form of social relationship regulates how speech is expressed (Bernstein 1964, *Elaborated and Restricted Codes: Their Social Origins and Some Consequences).* He further comments that language spoken is divided by 2 codes that depict the speakers proficiency in effective language use during conversation. One of these codes, labelled elaborate code, provides the speaker with a high range of syntactic alternatives and vocabulary; securing the speaker with a positive attempt to use words to imply purpose. In contrast, restricted code will not facilitate the verbal expansion of the speaker's intent.

Bernstein explains how social structure is the independent variable when social relationships are the cause of speech systems which are shaped by social structure. These coding vary in use depending on social interactions. For example, it can be well understood through language codes that those holding a middle class title can often code switch between restricted and elaborate code depending on who is being spoken to. However, those deriving from a lower SES are often limited to restricted code. Bernstein (1964) continues that those who speak restricted code rely on a local cultural identity and a system where individuals share the same expectations.

Bernstein comments on how he believes that the identity of a social structure can transmit comfortably onto a child through the involvement of linguistic codes (p. 57) and therefore, their social identity is constrained each time they speak or listen to others.

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Bernstein's works have not gone without critiques from various scholars such as Atkinson (1985) and Edwards (1987). Whilst Atkinson predominantly agreed with Berstein, he challenged the theory that schools foster elaborate codes which are associated with explicit communication and align with formal educational values. His perspective that classroom practice may contradict Bernstein's theoretical assumptions derive from his arguments that Bernstein's work has been used for debates which were not its primary discussion. For example, education. Edwards considers the language codes theory for understanding how instruction works in the classroom.

This brings forth the question as to why Bernstein's theory was misunderstood and was this the potential reason behind why the theory lost credibility in the field of sociological interests. This lack of contemporary discussion can be viewed as the gap in research and the topic which this dissertation aims to address.

## *2.2) Linguistic Accessibility and the Reinforcement of Social Inequality in Education*

A large theme running from the literature is the relationship between linguistic accessibility and the reinforcement of social inequality. Bernstein's theory holds great significance explaining the role of linguistic ability in reinforcing educational inequalities. This can be understood through Bernsteins (1967) elaborate and restricted codes. These codes highlight how linguistic practices as a consequence of social class influence educational outcomes

This theme threads well to the research questions as it illustrates how social inequality can be perpetuated through the linguistic barriers that are embedded within the frameworks of Bernstein's theory. The literature from Bernstein consistently portrays how linguistic accessibilities play a central role in academic success.

There are various scholars that might argue that the concepts of restricted codes underestimate the intellectual capacity of working class students. Edwards (1987.b) states that Bernstein’s vision of a gap between the linguistic experiences of working class pupils overestimates the quality of classroom environment and underestimates the abilities of children,

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## *2.3) Curriculum design and linguistic bias (190)*

Another key theme within this dissertation is the association between curriculum design and linguistic bias. In his article *‘Class, Codes and Control: Volume 2’* (1973), Bernstein argues that the structure of curriculums often amplifies class based linguistic practices. These often reflect speech patterns of the dominant class with the education system prioritising elaborate code.

This theme relates to the central question as it reveals how the curricula is designed in a sense that favoured middle class language codes and reinforced educational exclusion. However, the course of action taken towards eradicating bias is uncertain. Two possible solutions include the integration of restricted codes within the curriculum and altering methods of assessment to decrease linguistic bias.

Additionally, with the growing population of migrators, there may be other factors that contribute to linguistic bias, such as in the case of multilingual pupils where ethnic culture influences patterns of speech. (find reference)

Bernstein’s argument was written roughly 50 years ago and therefore deemed as outdated. Through the key theme of curriculum design and linguistic bias the research will attain another centre of focus in which the development of the contemporary curriculum will be examined.

## *2.4) Theoretical influences (150)*

Bernstein's theory can be identified within the works of cognitivism which attains emphasis on mental processes such as problem solving, thinking, language and the processing of information Ertmer and Newby (2013). The popularity of learning theories began shifting from behaviorism to cognitivism in the 1950’s; the focus on social interaction and the instructional system is one that is centrally correlated to the works of Vygotsky. A significant aspect of Vygotsky's perspective is the purpose of language and its dual roles. These are: transferring abstract concepts and logical reasoning, and facilitating social interaction vital for child development (Vygotsky 1962). Vygotsky emphasised how language allows individuals to communicate abstract ideas; fortifying the relationship between thought and speech. His constructivist stance aligns with his belief that the primary purpose of language is constructing meaning. Psychologists agree with this perspective by stating that meaning is fundamental to linguistic development (John-Steiner, 2007).

The concept of language as a mediator of cognitive development ties with Bernstein's idea that language codes shape social identity. Both theories imply how a child's ability to learn and adapt to educational settings are influenced by linguistic interaction. Through an educational point of view, it can be suggested that Vygotsky's theory supports methods that can decrease the gap between restricted code and elaborate code.

Whilst the first theory discusses the connection between language and cognitive development. This second theory highlights the effect language attains on class control. Pierre Bourdieu’s theory of cultural capital provides a perspective for comprehending how notions of cultural capital have an impact on social mobility and perpetuate inequality (Bourdieu 1986). The three forms of cultural capital are: Embodied state (developed social through linguistics), Objectified state (tangible cultural goods) and institutionalised goods (educational qualifications). According to Bourdieu (1986) these forms converse with economic and social capital and therefore alter the opportunities available for each individual in society. The framework of this theory is linked to that of Bernsteins as it explores the influence that language and education attain in creating social inequality. Bourdiue explains how linguistic practices align with middle class cultural norms. Both theories view language as a form of control to withhold social classes. Additionally, the interlink with Bernstein's language codes theory brings forth a richer acknowledgement to the mechanism that unequal educational outcomes are an attribute of linguistic practices.

## *2.5) Literature review summary (37 more words)*

Bernstein's theory described how restricted and elaborated codes assist in sustaining social structure. Language codes can influence educational outcomes through student engagement with the curriculum linguistic code. Scholars debate whether the presence of a dominant code exists within schools. Through further contemporary research, the need to mitigate linguistic bias and create equity improvements can be highlighted. The two key themes, linguistic accessibility and curriculum linguistic bias, supply an understanding towards various systematic barriers that marginalized groups face which may pose a threat to academic success. Theories such as Bourdieu’s cultural capital compliments Bernstein's frameworks by strengthening current knowledge on how power dynamics are reinforced by the use of language. Similarly, Vygotsky’s theory displays a similar connection to that of language codes by explaining the influence that language attains on the cognitive development of children. Despite being outdated in nature, Bernstein's theory of language codes can be the foundations of modern research of education and linguistic accessibility in light of shifting social dynamics, evolving pedagogical methods and digital communication. Additional attributes such as multilingual education can be included in the study. Further research could also include aspects such as gender and how they may also affect language codes. In either perspective, Bernsetins theory could provide potential reasons in which educators must bridge language gaps.

# Methodology

## *3.1) Research Questions*

Research questions must be clear and concise in order to effectively find research results. They must relate to the research topic, the phenomenon of the dissertation as well as ensure that when research is conducted is organised and decreases the risk of research becoming over problematizing (Alverson and Sandberg,2011).

This research will cover the following grounds:

* *Do elaborate and restricted codes reflect contemporary speech patterns of children?*

The main focus of the research is to understand whether the concept of elaborate and restricted codes continue to exist in the speech pattern of children. Through finding this information out, it can be understood whether children continue to face language based inequality.

* *Have changes been made within the national curriculum?*

The national curriculum has changed significantly within the last 50 years. However, social inequality continues to exist in schools. This question allows the reader to understand if the curriculum has adapted their dominant language code or perhaps added measures that support working class pupils.

* *What role does teachers' awareness of language codes attain on class inequality?*

Through examining teacher awareness, it can provide an understanding as to whether linguistic bias within the education system derives from educators or those in managerial positions. A question like this can provide insight into what future teachers need to do in order to alter classroom discourse to support working class pupils.

* *What do scholars comment about Bernstein elaborated and restricted code in recent articles?*

Gaining the arguments brought forth by scholars enables a higher understanding of whether Bernstein continues to attain influence in the academic world and used to explain education. Whilst the relevancy of Bernstein theory in contemporary education is a key aspect of the dissertation phenomenon, the opinions of scholars isn't necessarily the most important research question. Despite this, it still holds relevance.

## *3.2) Methodology*

As stated by Bogdan and Biklen (1998) the causes of facts and behaviour are emphasised within quantitative research with the information displayed in the form of quantifiable numbers. Alternatively, qualitative data can be defined as “the use of a naturalistic approach that seeks to understand phenomena in context specific settings” (Patton 2001). This form of research does not produce findings that have been curated from statistical procedures such as in the case with quantitative methods (Strauss and Corbin, 1990, p. 17). Instead, quantitative research is designed to produce descriptive data that can then be interpreted and analysed by those conducting the study.

Researchers often embrace their involvement within research when working qualitative data (Winter 2000). This can be proposed as an issue as there may be traces of bias within the research study with the researchers subconsciously interpreting data in ways which benefit their ideal research outcome.

The essence of the research questions are rooted in sociological and theoretical understandings. Therefore, for this section of the research finding covering the first question, the research method will predominantly be qualitative data.

Research is to be conducted from guidelines that have been translated from ontological and epistemological principles; also known as methodology (Sarantakos 2005). Scholars argue that a handful of differences between quantitative and qualitative traditions exist based on their ontological and epistemological perspectives. There is importance in underlying these differences regarding the research paradigm integrated at their core as they can attain potential implications on research practice.

Positivists use quantitative methodology as it best supports their philosophical basis in which the world exists, all is knowable and research can discover this (Cohen, Manion & Morrison, 2000). Contrarily, interpretivist researchers view reality as a human construct (Mutch 2015) in which individuals are to make sense of their own realities. Due to the descriptive nature of qualitative data, interpretivists often adopt this approach to interpret and describe social circumstances (Bassey, 1995; Cohen, Manion & Morrison, 2000).

The epistemological debate regarding social science research is whether they are able to shadow the same frameworks as the natural sciences (Brymann 2001). An interpretivist outlook would identify human existence as constructed with people through interactions that can only be understood through a similar manner. It outlines the purpose of inquiry in perceiving particular phenomena rather than to generalize the findings to a population (Farzanfar 2005).

Using the ontological and epistemological approaches to research stated above, it can be deemed as appropriate for the research paradigm of this study to follow an interpretivist approach. This can be justified through examining the sociological nature of the research questions highlighted above. However, due to various research questions of requiring quantifiable data from statistics, a mixed methods approach shall be taken.

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## *3.3) Systematic Literature Reviews*

*Secondary data:*

Secondary data can be defined as the analysis of existing data with the intent of generating new hypotheses or to answer critical research questions (Tripathy 2013). Due to various determinants such as ethical issues, lack of funding and limited time availability, this dissertation will be exploring relevant secondary data.

As Tripathy (2013) continues, The benefits of conducting research on the ground of secondary data include higher quality and representative results of the population, and the avoidance of repetition of research. Additionally, there is a wastage of resources by detailed exploration of existing literature.

However, issues regarding the data collection will arise when carrying out research. Concerns often circle to the potential harm to individual subjects as well as an issue for consent. Ethical issues regarding the data

As stated by Tripathy (2013), as long as data does not entail any personal information, and has been fully anonymised with restricted access to codes. then an ethical board does not need to review it.

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*Why I chose SLR*

The qualitative approach which has been chosen for gathering secondary data is the Systematic Literature Review (SLR). This will establish reliable evidence and ensure that data is appropriately collected.

Systematic Literature reviews can be defined by Fink (2019) as a ‘systematic, explicit and reproducible method for identifying, evaluating and synthesizing the existing body of completed and recorded work’. The type of method lets enable the use of clear steps that others too can follow in order to find textual information and view its collective strengths and weaknesses. SLR’s decrease the likelihood of bias through being more systematic in data collection (Booth et. al.,2021). Through conducting systematic reviews, a picture is created of the limitations of the studies included and the review itself.

Literature reviews are versatile and attain many purposes. The purpose of this review was driven by the research questions stated above (section 3.1). The data will be a mixed methods review which combines the findings of qualitative and quantitative studies in one systematic review to outline the complementary review questions Harden (2010).

## *3.4) Data extraction and Analysis*

Ensuring that the information is relevant towards the research question is vital for demonstrating systematic methodology. This is because analysis of secondary data should be adequate, relevant but not excessive as the data was not collected with the present research question in mind (Tripathy 2013). an attempt synthesise study quality as a whole is important;

focusing on its influence on individual study findings. (Booth et al 2021).

## *3.5) Database and search terms*

One online software repository has been used in this search. With the advanced engine tools, potential data was able to be retrieved from *Bath Spa University Online Library (BSUOL).* The repository was used to search different databases such as *JSTOR, ERIC* and GALE literature journals.

Various search terms were used to retrieve data. These were depending on the research and were as follows: (1) language codes AND social class OR education OR behaviour. The decision to add ‘behaviour’ within the search term was to broaden research findings and bare links to cognitive growth.

(2) Bernstein's code theory. When searching for basil bernstein's language codes, a small number of articles correlated to bernstein's theory had appeared and interestingly, more showed up using only Bernstein's code theory. (3) curriculum development AND social inequality. Searching information about curriculum development enabled the findings to respond to the 3rd research questions.

Based upon the phenomenon of the research displaying the potential development of language codes in education, therefore the literature published will date from 1990 to 2020 in order to see the change in the curriculum. Using data published before this period will be considered outdated and therefore may alter the findings of the research.

Due to financial constraints, using resources that are free and accessible through online software is the most electable choice. The choice of words such as “language” rather than language codes allowed for broader conceptualisations within the literature search whilst other words such as “curriculum” were more defined in literature. This study will entail literature from both primary and secondary education within England's state schools. This is to capture the influence of language in education across a full range. The decision to exclude private schools from this research is due to the elaborate language that the majority of the pupils most likely speak deriving from their class speech norms.

The literature inclusion criteria can be seen as below:

1. The literature must research and aspect of language codes
2. The literature must research and aspect of social class and behaviour
3. The literature must look at the education systems (either previous and/or current)
4. The educational phase must be primary or secondary level
5. Literature is peer reviewed
6. Literature is written in English, does not need translation
7. Studies primarily based in England with state schools/ home life at the centre
8. Literature published from 1990-2021
9. Literature must be found from online software (BSUOL) or Government websites
10. Empirical research of qualitative data, including data found within mixed methodological data

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# 4. Summary

Evidence has been displayed that supports the notion in which Bernstein's theory of restricted and elaborated codes can propose understanding of the impact linguistic patterns attain on educational and social outcomes. (2.1). Links to Vygotsky's and Bourdieu’s frameworks highlight the significance between communication, knowledge, social positioning and abstract thinking amongst those who predominantly speak in restricted or elaborate codes. Additionally, educational practices display implicit signs of linguistic biases which provide a certain bracket of pupils with greater academic privilege and conserving social inequality.

This research aims to explore the questions outlined in 3.1 and fulfill the objectives described within the introduction (1.3). Potential outcomes of the study include an explanation on how language code impacts current educational outcomes of lower class pupils. The research findings will be displayed in the form of an academic poster. this will include sections for the background, methodology, potential graphs for quantitative research and short analysis of qualitative research.

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1. Appendices

**Link to Ethics form:**

<https://drive.google.com/file/d/1-slmXDsM_Pqpz_3LddhRoH32XIiDbES5/view?usp=sharing>