Three Teachers' Language, Gender, and Racial Ideologies in Practice in the English Learner Classroom.

“Whether we are aware of it or not, we always bring certain beliefs and philosophical assumptions to our research. Sometimes these are deeply ingrained views about the types of problems that we need to study, what research questions to ask, or how we go about gathering data…The difficulty lies first in becoming aware of these assumptions and beliefs and second in deciding whether we will actively incorporate them into our qualitative studies.”


“This notion of ‘delivery’ suggests that teaching is not a profession afforded a great deal of autonomy. Rather, as female teachers came to dominate the profession, their role became defined by the simultaneous acts of transmitting knowledge, carrying out discipline, and providing nurturance and care for young people. Their role was not inherently marked by the power to control the curriculum or institute policy decisions. Instead, teaching was, and is, a devalued semi-profession in many forms.”


“Curriculum is what the older generation chooses to tell the younger generation, it is intensely historical, political, racial, gendered, phenomenological, autobiographical, aesthetic, theological and international. Curriculum becomes the sight on which the generations struggle to define themselves and the world.” (p. 847-848).