

Abstract

Linguistically informed approaches to language teaching are gaining increasing traction in urban schools with large numbers of language minority students. However, to date, there has been little research that explores these approaches in suburban or rural school districts, particularly those with predominantly white, standardized English-speaking, student populations. This study looks across urban, suburban, and rural contexts in the state of Missouri to explore the intersections and distinctions in teachers' language ideologies. The findings help build a knowledge base to support English Educators in reframing the teaching of English language in schools in ways that align with contemporary understandings of language variation.