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Intersectionality from a critical realist perspective: A case study of Mexican teachers of English -- 3. Elitism in language learning in the UK -- 4. Native-speakerism and the betrayal of the native speaker language-teaching professional -- 5. Against ethnocentrism and toward translanguaging in literacy and English education -- 6. Cutting across the ideological split of capitalism/communism: Shcherba's insights on foreign language education -- 7. Methodism versus teacher agency in TESOL -- 8. Academicism in language: "A Shelob's web that devours and kills from inside" -- 9. Scientism as a linchpin of oppressing isms in language education research -- 10. Linguaging and isms of reinforced boundaries across settings: Multidisciplinary ethnographical explorations -- 11. Heterosexism: A pedagogy of homophobic oppression -- 12. Occidental romanticism and English language education -- Index -- Addresses

Sommario/riassunto

This volume develops a comprehensive understanding of the manner in which dominant/emergent ideologies, discourses and social structures impact language education. The 17 chapters analyze the complex social dynamics of "isms" within language education and detail how such dynamics influence language education pedagogies and practices, institutional policies, intergroup subjectivities in addition to language proficiency achievements.
