

1. Record Nr.	UNINA9910826097703321
Titolo	Isms in language education // edited by Damian J. Rivers, Karin Zotzmann
Pubbl/distr/stampa	Berlin, [Germany] ; ; Boston, [Massachusetts] : , : De Gruyter Mouton, , 2017 ©2017
ISBN	1-5015-0296-4 1-5015-0308-1
Descrizione fisica	1 online resource (282 pages) : illustrations
Collana	Language and Social Life, , 2364-4303 ; ; Volume 11
Disciplina	418.0071
Soggetti	Second language acquisition - Social aspects Language and languages - Study and teaching Language and culture
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Frontmatter -- Acknowledgements -- Contents -- Contributors -- Introduction. Bringing the ISMs into focus -- 1. The -isms as interpretive prisms: A pedagogically useful concept -- 2. 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.

---