

Call for Chapters

(Deadline for abstracts: **September 1st 2014**)

-isms of Oppression in Language Education

Within a framework of an emancipatory pedagogy and with moves toward realizing a less oppressive form of language education, this edited volume endeavors to develop a better understanding of the manner in which dominant/emergent ideologies, discourses and social structures impact upon language education in various contexts. In conceptualizing such ideologies, discourses and social structures as “-isms of oppression”, this volume recognizes that the “laundry list of -isms or oppressions that society must suffer” (Grillo & Wildman, 1991: 401) also manifest within language education. To date, a number of “-isms of oppression” have featured within language education literature including chauvinism, colonialism, consumerism, culturism, elitism, imperialism, linguicism, nationalism, native-speakerism, neoliberalism, orientalism, racism and sexism. However, the interconnectivity and mutually reinforcing nature of various “-isms of oppression” and their localized impact has not been systematically documented. Indeed, they are often addressed in isolation from particular epistemological, ontological and normative positions and interests which, at times, are exclusive or antagonistic. The main objective of this volume is hence to fill this gap and come to a greater realization of how different forms of oppression mutually reinforce and dynamically interact with each other. It is based on the idea that oppression is adverse not only for those who lack felicitous conditions but for everyone in society, “regardless of our particular memberships in target and non-target groups” (Thompson & Smith, 1991: 1-2). Potential chapters are invited which document and analyze the complex social dynamics of -isms within language education and how such dynamics influence pedagogies, institutional policies, intergroup subjectivities and relations in addition to language proficiency achievements. Possible questions for exploration include, but are not limited to:

- To what extent are “-isms of oppression” in language education mutually reinforcing?
- What kind of structural conditions enhance the co-occurrence of different “isms of oppression”?
- How do different forms of oppression interrelate in particular contexts?
- Who benefits from the presence of different “-isms of oppression” in language education?
- What relationships exist between the agents and targets of “-isms of oppression”?
- What role does the construction of academic knowledge play in “-isms of oppression”?
- What role can academic knowledge play in the resistance to oppression?
- To what extent are language teachers/students aware of “-isms of oppression”?
- Can awareness of “-isms of oppression” empower language teachers/students?
- In what ways are “-isms of oppression” systematically hidden or denied?
- What practical solutions can be offered to counter “-isms of oppression”?

While proposals from a variety of methodological approaches across different sociocultural contexts are welcome, submissions that focus on sharing experiences with “-isms of oppression” through discursive methods such as autobiographies, interviews, focus groups and language-learning diaries are especially encouraged. Potential authors are invited to submit a **300-word proposal** to the co-editors by **September 1st 2014**. Publication of the volume will be sought with a major international publishing house.

Dr. Damian J. Rivers (Future University Hakodate, Japan) rivers@fun.ac.jp
Dr. Karin Zotzmann (University of Southampton, UK) k.zotzmann@soton.ac.uk