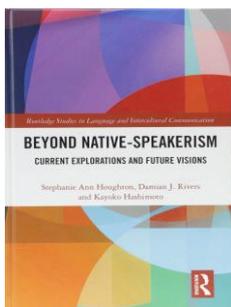


Beyond Native-Speakerism



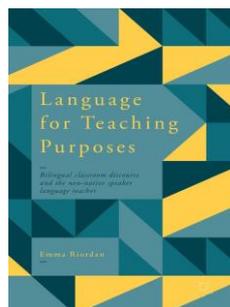
v pevné vazbě, 264 stran
vyd. Routledge, VI/2018
ISBN 9781138186798

katalog.cena cca 3.760 Kč vč.DPH
v této nabídce **3.080 Kč** vč.DPH

Despite unsubstantiated claims of best practice, the division of language-teaching professionals on the basis of their categorization as 'native-speakers' or 'non-native speakers' continues to cascade throughout the academic literature. It has become normative, under the rhetorical guise of acting to correct prejudice and/or discrimination, to see native-speakerism as having a single beneficiary - the 'native-speaker' - and a single victim - the 'non-native' speaker. However, this unidirectional perspective fails to deal with the more veiled systems through which those labeled as native-speakers and non-native speakers are both cast as casualties of this questionable bifurcation.

This volume documents such complexities and aims to fill the void currently observable within mainstream academic literature in the teaching of both English, and Japanese, foreign language education. By identifying how the construct of Japanese native-speaker mirrors that of the 'native-speaker' of English, the volume presents a revealing insight into language teaching in Japan. Further, taking a problem-solving approach, this volume explores possible grounds on which language teachers could be employed if native-speakerism is rejected according to experts in the fields of intercultural communicative competence, English as a Lingua Franca and World Englishes, all of which aim to replace the 'native-speaker' model with something new.

Language for Teaching Purposes



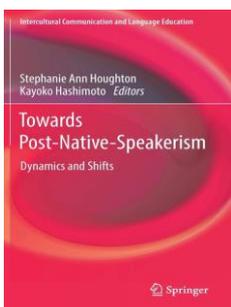
v pevné vazbě, 227 stran
vyd. Palgrave Macmillan, III/2018
ISBN 9783319710044

katalog.cena cca 2.580 Kč vč.DPH
v této nabídce **1.990 Kč** vč.DPH

This book's innovative approach proposes Language for Teaching Purposes as a distinct field of enquiry and practice within Language for Specific Purposes. It uses robust theoretical and empirical evidence to demonstrate the specificity of language used by teachers teaching language, and the complex decisions teachers make around language choice and use in language classrooms. These complexities are shown to affect Non-native Speaker Language Teachers in particular so that their language needs must be met in teacher training programmes.

Set in the Anglophone foreign language teaching world, this book will appeal to anyone involved in teacher training, language teaching or the investigation of classroom discourse.

Towards Post-Native-Speakerism



v pevné vazbě, 261 stran
vyd. Springer, I/2018
ISBN 9789811071607

katalog.cena cca 3.160 Kč vč.DPH
v této nabídce **2.520 Kč** vč.DPH

This book probes for a post-native-speakerist future. It explores the nature of (English and Japanese) native-speakerism in the Japanese context, and possible grounds on which language teachers could be employed if native-speakerism is rejected (i.e., what are the language teachers of the future expected to do, and be, in practice?). It reveals the problems presented by the native-speaker model in foreign language education by exploring individual teacher-researcher narratives related to workplace experience and language-based inclusion/exclusion, as well as Japanese native-speakerism in the teaching of Japanese as a foreign language.

It then seeks solutions to the problems by examining the concept of post-native-speakerism in relation to multilingual perspectives and globalisation generally, with a specific focus on education.

Study of Challenges

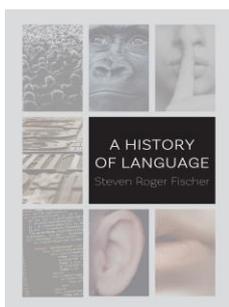


v měkké vazbě, 160 stran
vyd. Lambert Academic Publishing, IX/2018
ISBN 9783659350818

katalog.cena cca 2.120 Kč vč.DPH
v této nabídce **1.800 Kč** vč.DPH

This study attempts to understand the reasons for the prevailing discrimination against non-native teachers working in the UK. The dissertation aims to identify the challenges that non-native teachers of English face in the UK. The study consists of two questionnaires, one focusing on the non-native teachers and one aimed at the students. Additionally three face-to-face interviews are conducted with both native and non-native teachers. The theme of the survey consists of questions aimed at identifying the main challenges that the non-native teachers face in the UK. Key challenges identified include job opportunities, relationships at work and students' perceptions of non-native teachers. The study comes to the conclusion that non-native teachers should be recognised as having valuable skills to contribute to EFL teaching. A number of recommendations are made to help protect non-native teachers with the most important of these being the introduction of stricter legislation to prevent linguistic discrimination within TEFL employment practices.

History of Language



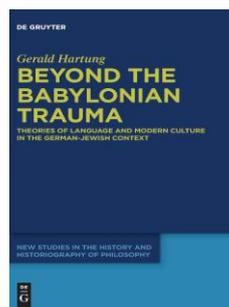
v měkké vazbě, 240 stran
vyd. Reaktion Books, VI/2018
ISBN 9781780239033

katalog.cena cca 330 Kč vč.DPH
v této nabídce **270 Kč** vč.DPH

It is tempting to take the tremendous rate of contemporary linguistic change for granted. What is required, in fact, is a radical reinterpretation of what language is. Steven Roger Fischer charts the history of language from the times of Homo erectus, Neanderthal humans and Homo sapiens through to the nineteenth century, when the science of linguistics was developed, as he analyses the emergence of language as a science and its development as a written form.

He considers the rise of pidgin, creole, jargon and slang, as well as the effects radio and television, propaganda, advertising and the media are having on language today. Originally published in 1999, this new format edition, which includes a new preface by the author, also shows how digital media will continue to reshape and re-invent the ways in which we communicate.

Beyond Babylonian Trauma



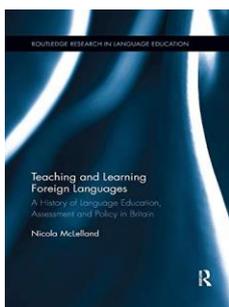
v pevné vazbě, 209 stran
vyd. Walter de Gruyter, IX/2018
ISBN 9783110601671

katalog.cena cca 2.440 Kč vč.DPH
v této nabídce **1.990 Kč** vč.DPH

The series publishes monographs and essay collections devoted to the history of philosophy as well as studies in the theory of writing the history of philosophy. A special emphasis is placed on the contextualization of philosophical historiography into the areas of the history of science, culture, and the wider scope of intellectual history.

Hartung works out both the linguistic and philosophy of language setting as well as socio-political and cultural implications of the radical critique of language developed in the late 19th and early 20th centuries by philosophers as diverse as Steinthal, Cohen, Simmel or Cassirer. He argues that the theories pleaded for a plurality of linguistic and cultural forms as well as for a new logic beyond the traditional nature/culture partition.

Teaching and Learning Foreign Languages



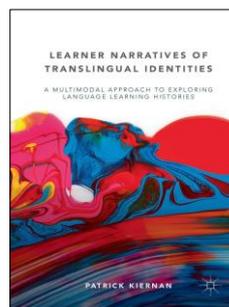
v měkké vazbě, 264 stran
vyd. Routledge, I/2019
ISBN 97803671177911

katalog.cena cca 1.220 Kč vč.DPH
v této nabídce **990 Kč** vč.DPH

Teaching and Learning Foreign Languages provides a comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000. McLelland offers the first history of the social context of foreign language education in Britain, as well as an overview of changing approaches, methods and techniques in language teaching and learning. The important impact of classroom-external factors on developments in language teaching and learning is also taken into account, particularly regarding the policies and public examination requirements of the 20th century.

Beginning with a chronological overview of language teaching and learning in Britain, McLelland explores which languages were learned when, why and by whom, before examining the social history of language teaching and learning in greater detail, addressing topics including the status that language learning and teaching have held in society. McLelland also provides a history of how languages have been taught, contrasting historical developments with current orthodoxies of language teaching. Experiences outside school are discussed with reference to examples from adult education, teach-yourself courses and military language learning.

Learner Narratives of Translingual Identities



v měkké vazbě, 344 stran
vyd. Palgrave Macmillan, IX/2019
ISBN 9783030070373

katalog.cena cca 2.600 Kč vč.DPH
v této nabídce **1.990 Kč** vč.DPH

This book addresses translingual identities through an innovative multimodal analysis of the language learning histories of a class of advanced learners of English in Japan who grew up between two or more languages. The author explores both the translingual experiences of those in the classroom and how they use language and gesture when describing their experiences to each other. This approach uses three perspectives: it looks at the worlds and identities the interviewees construct for themselves; at their interpersonal communication; and at the way they frame their experience. Finally, it offers some lessons based on the observations of the class which reveal the values they share and the key to their success as language learners. It will appeal to applied linguistic and educational researchers, particularly those with an interest in narrative approaches to exploring educational contexts, as well as language educators and policy makers interested in gaining a learner perspective on language learning.