



Native-Speakerism in Japan: Intergroup Dynamics in Foreign Language Education (Multilingual Matters)

Stephanie Ann Houghton

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The relative status of native and non-native speaker language teachers within educational institutions has long been an issue worldwide but until recently, the voices of teachers articulating their own concerns have been rare. Existing work has tended to focus upon the position of non-native teachers and their struggle against unfavourable comparisons with their native-speaker counterparts. However, more recently, native-speaker language teachers have also been placed in the academic spotlight as interest grows in language-based forms of prejudice such as ‘native-speakerism’ – a dominant ideology prevalent within the Japanese context of English language education. This innovative volume explores wide-ranging issues related to native-speakerism as it manifests itself in the Japanese and Italian educational contexts to show how native-speaker teachers can also be the targets of multifarious forms of prejudice and discrimination in the workplace.

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