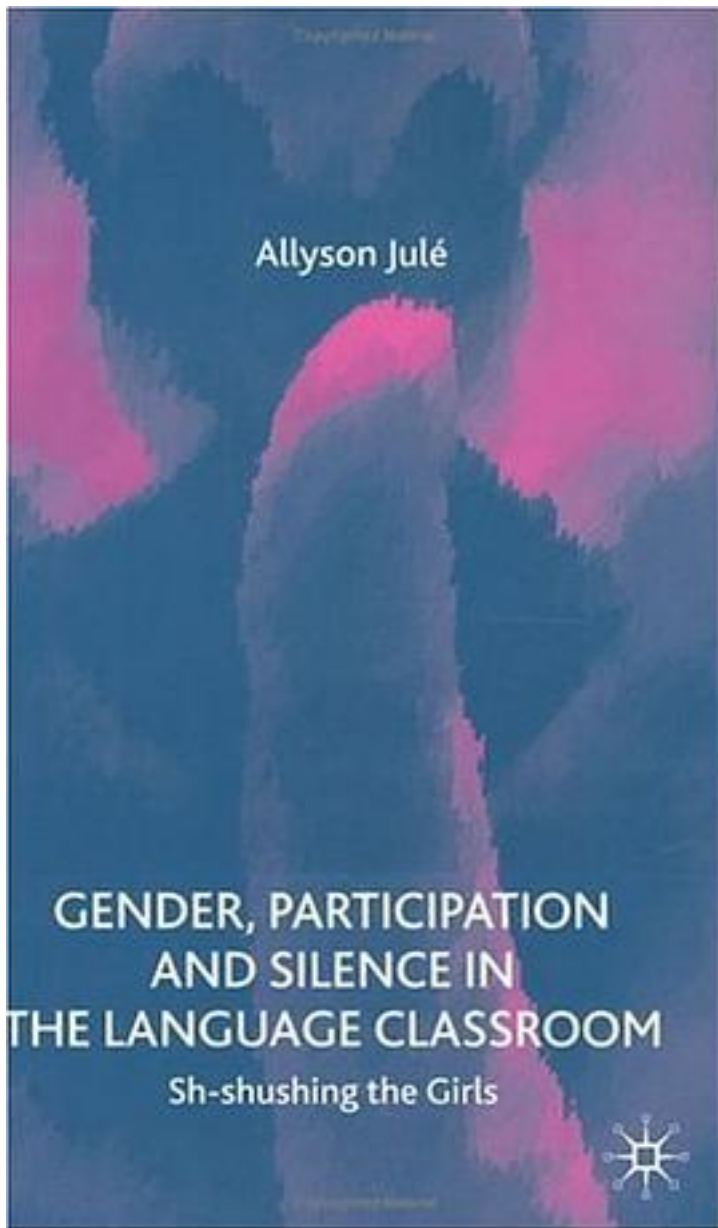


Gender, Participation and Silence in the Language Classroom



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In this first-hand study of the relationship of gender, ethnicity and the participation of children within an English-language teaching classroom, Julbliog re-assesses Lacan's approach to belonging with other theoretical approaches to gender and language, making use of case-study methods. She asks key questions: Are there observable tendencies in the way that boys and girls receive and use talk in the classroom? How might such tendencies be constructed or encouraged within an ESL classroom, where gender and ethnicity intersect in particular ways?

作者介绍:

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