GLOBALIZATION AND LANGUAGE TEACHING

Edited by David Block and Deborah Cameron



Globalization And Language Teaching

David Block

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Globalization and Language Teaching David Block, Deborah Cameron, 2002 This book considers the issues globalization raises for second language learning and teaching in an economy where the linguistic skills of workers is becoming Cultural Globalization and Language Education B. Kumaravadivelu, Anonimo, 2008-01-01 We live increasingly important in a world that is marked by the twin processes of economic and cultural globalization In this thought provoking book Kumaravadivelu explores the impact of cultural globalization on second and foreign language education and Language Teaching David Block, 200? The Globalisation of English and the English Language Classroom Claus Gnutzmann, Frauke Internann, 2008-08-20 The English language is the medium of globalisation and it is itself deeply affected by globalisation As a result the teaching and learning dimension of English as a tool for global communication needs rethinking especially in the traditional English language classroom which is still largely based on Anglo American language norms and contents The articles of this volume reflect the ongoing international discussion with regard to the use and acquisition of English in a world wide context The contributions cover four essential domains of this discussion 1 Political Cultural and Sociolinguistic Dimensions 2 Teaching and Learning English in a Global Context Old and New Standards 3 Learners in Primary Secondary and Higher Education Focus on Europe and 4 Teacher Education The volume goes beyond the language teaching context and approaches the globalisation of English from several perspectives Teaching, Localizing Learning Paul McPherron, 2016-12-27 Based on ethnographic and policy data collected over a ten year span at a university in the People's Republic of China this book analyses the history of English Language Teaching ELT polices in Chinese higher education The book uses the university as a lens in which to investigate the creative imaginations and divergent re appropriations of teaching methods learning materials and language use in the Chinese ELT context Book chapters move beyond mere descriptions of tensions and point to the local understandings and practices of English teachers both local and foreign and students Working together these teachers and students are constantly articulating new social and political conditions and meanings outside and inside given discourses and traditions of ELT The book s main argument is that these multiple stakeholders must be given a more prominent role in shaping policy and curriculum at universities and other English language contexts around the world The Handbook of Language and Globalization Nikolas Coupland, 2012-09-17 The Handbook of Language and Globalization brings together important new studies of language and discourse in the global era consolidating a vibrant new field of sociolinguistic research The first volume to assemble leading scholarship in this rapidly developing field Features new contributions from 36 internationally known scholars bringing together key research in the field and establishing a benchmark for future research Comprehensive coverage is divided into four sections global multilingualism world languages and language systems global discourse in key domains and genres language values and markets under globalization and language distance and identities Covers an impressive breadth of topics including tourism

language teaching social networking terrorism and religion among many others Winner of the British Association for Applied Linguistics book prize 2011 Language Policy, Ideology and Educational Practices in a Globalised World Delombera Negga, Monika Szirmai, Daniel Chan, 2017 The challenges posed by globalization for languages policies and education form the basis of this collection of selected doubly blind peer reviewed articles which have been put together following the 2014 PLIDAM conference on Policies and Ideologies in Language Teaching Actors and discourses The chapters collected in this volume revolve around the topic of globalization which we understand to be a blend of ideas covered by at least four meanings 1 internationalization in reference to the growing interdependence and transactions between countries 2 liberalization which has to do with the forming of an open and borderless world economy 3 universalization of certain phenomena around the world and 4 westernization with an emphasis on the influence of Western values gender equality freedom of speech and other ideas inspired by the West over the rest of the world The four broad themes that the chapters are organised into are I Policies in Language Teaching and Learning II Language Policy Ideology and Minority Languages III Language Teaching and Learning across Cultures IV Language Teaching and Learning with Technology Contributing to the knowledge discussion and debate about the impact that globalization has had on languages policies and education in a wide variety of contexts we hope that this book will be useful and informative to language researchers policy makers and anyone with an interest in the intersecting field between languages policies and education Glocalising Teaching English as an International Language Marcus Callies, Stefanie Hehner, Philipp Meer, Michael Westphal, 2021-12-19 The worldwide spread diversification and globalization of the English language in the course of the twentieth and early twenty first centuries has significant implications for English Language Teaching and teacher education We are currently witnessing a paradigm shift towards Teaching English as an International Language TEIL that aims to promote multilingualism and awareness of the diversity of Englishes increase exposure to this diversity embrace multiculturalism and foster cross cultural awareness Numerous initiatives that embrace TEIL can be observed around the world but ELT and teacher education in Germany and other European countries appear to be largely unaffected by this development with standard British and American English and the monolingual native speaker including the corresponding cultural norms still being very much at the center of attention The present volume addresses this gap and is the first of its kind to showcase recent initiatives that aim at introducing TEIL into ELT and teacher education in Germany but which have applicability and impact for other countries with comparable education systems and traditional ELT practices in the Expanding Circle The chapters in this book provide a balanced mix of conceptual empirical and practical studies and offer the perspectives of the many stakeholders involved in various settings of English language education whose voices have not often been heard i e students university lecturers trainee teachers teacher educators and in service teachers It therefore adds significantly to the limited amount of previous work on TEIL in Germany and bridges the gap between theory and practice that will not only be relevant for researchers

educators and practitioners in English language education in Germany but other educational settings that are still unaffected by the shift towards TEIL The Common European Framework of Reference Michael Byram, Lynne Parmenter, 2012-06-06 A comparative study of the impact of the Common European Framework of Reference for Languages produced by the Council of Europe in 2001 this book asks writers in European countries and countries in the Americas and Asia to explain the influence of the CEFR For each country there is a policy maker and an academic perspective <u>Practices</u> Rita Cancino, Kirsten Jæger, 2011-05-25 This book addresses the various challenges facing university foreign language teaching in non anglophone countries in the era of educational globalization Growing student mobility net based cross border university education and universities opening subsidiaries in other countries force university teachers to offer their teaching in English rather than in their mother tongue and universities to equip their staff members with the necessary foreign language competencies As a reflection of societal and institutional globalization processes dedicated language teachers strive to adjust teaching methods to new student identities the availability of advanced learning technologies and social media enabling multiple forms of cross border contact Thus understanding the situation of contemporary university language teaching requires a consideration of macro level social changes institutional policies as well as developments in classroom practice The point of departure is the case of Denmark The problems addressed and the remedies offered however apply to all non anglophone universities with the ambition to stay competitive in the global market of university education The book includes contributions from foreign and second language teaching specialists representing a broad spectrum of Danish universities and years of sustained scholarly effort to improve the standard of university language teaching and the political recognition of the importance of advanced foreign language skills **Decolonisation, Globalisation** Angel Lin, Peter Martin, 2005-07-04 This volume brings together scholars from around the world to juxtapose the voices of classroom participants alongside the voices of ruling elites with the aim of critically linking language policy issues with classroom practice in a range of contexts The volume is suitable for postgraduate students researchers and educators in a range of areas Globalization of Language and Culture in Asia Viniti Vaish, 2010-01-01 An exploration of the impact of globalization on diverse cultures and how this effects the dominant languages across Asian civilisations The Handbook of Educational Linguistics Bernard Spolsky, Francis M. Hult, 2010-02-01 The Handbook of Educational Linguistics is a dynamic scientifically grounded overview revealing the complexity of this growing field while remaining accessible for students researchers language educators curriculum developers and educational policy makers A single volume overview of educational linguistics written by leading specialists in its many relevant fields Takes into account the diverse theoretical foundations core themes major findings and practical applications of educational linguistics Highlights the multidisciplinary reach of educational linguistics Reflects the complexity of this growing field whilst remaining accessible to a wide audience

Language Policy and Planning for the Modern Olympic Games Jie Zhang, 2021-04-19 This book is the first

longitudinal study that addresses language policy and planning in the context of a major international sporting event and examines the ideological political social cultural and economic effects of such context specific policy initiatives on contemporary China The book has important reference value for future research on language management at the supernational level and language services for linguistically complex events At the same time it presents some broader implications for current and future language policy makers language educators and learners particularly from non English speaking backgrounds Foreword by Ingrid Piller ELT, Gender and International Development Roslyn Appleby, 2010-08-03 For believers in the power of English language as aid can deliver the promise of a brighter future but in a neocolonial world of international development a gulf exists between belief and reality Rich with echoes of an earlier colonial era this book draws on the candid narratives of white women teachers and situates classroom practices within a broad reading of the West and the Rest What happens when white Western men and women come in to rebuild former colonies in Asia How do English language lessons translate or disintegrate in a radically different world How is English teaching linked to ideas of progress This book presents the paradoxes of language aid in the twenty first century in a way that will challenge your views of English and its power to improve the lives of people in the developing world **English and Development** Elizabeth J. Erling, Philip Seargeant, 2013-05-16 This book investigates the relationship between English and personal and national development in the era of globalization It addresses the effects that the increased use of English and the promotion of English language education are having in developmental contexts and their impact on broader educational issues

Globalisation and Its Effects on Team-Teaching Naoki Fujimoto-Adamson, 2020-06-16 This book reveals the underlying connections among global issues national policy making and local practices related to partnership or team teaching in English language lessons in the Japanese Junior High School context It investigates the complex relationship among team teachers students and wider stakeholders such as the local Board of Education Ministry of Education and other non educational influences at the political social and economic levels The book offers essential knowledge for scholars students and policy makers who are interested in or have experienced team teaching in the Japanese school context Additionally team teaching in English classrooms is widely implemented not only in Japan but also other Asian countries Similar types of joint instruction are also seen in collaborative teaching in British schools and in European schools in which Content and Language Integrated Learning CLIL has been carried out In this sense this study into the particular Japanese context provides both valuable insights into the multi layered influences on Japanese secondary school English education and also a model of research methodology into team teaching contexts in wider contexts

Language and Power John L
Watzke, Paul Chamness Miller, Miguel Mantero, 2022-01-01 The International Society for Language Studies ISLS introduces its second volume in the series Readings in Language Studies with Language and Power a text that represents international perspectives on power and bilingualism identity in professions media the learner and pedagogy Founded in 2002 ISLS is a

world wide organization of volunteers scholars and practitioners committed to critical interdisciplinary and emergent approaches to language studies Global Portuguese Luiz Paulo Moita-Lopes, 2014-12-17 This book aims at deconstructing and problematizing linguistic ideologies related to Portuguese in late modernity and questioning the theoretical presuppositions which have led us to call Portuguese a language Such an endeavor is crucial when we know that Portuguese is a language which is increasingly internationalized used as the official language in four continents in ten countries and which has come to play a relevant role in the so called linguistic market on the basis of the geopolitical transformations in a multipolar world The book covers a wide range of social political and historical contexts in which Portuguese is used in Brazil Canada East Timor England Portugal Mozambique and Uruguay and considers diverse linguistic practices Through this critique contributors chart new directions for research on language ideologies and language practices including research related to Portuguese and to other languages and consider ways of developing new conceptual compasses that are better attuned to the sociolinguistic realities of the late modern era in which people texts and languages are increasingly in movement through national borders and those of digital networks of communication **English-Medium Instruction in** Higher Education in the Middle East and North Africa Samantha Curle, Holi Ibrahim Holi Ali, Awad Alhassan, Sergio Saleem Scatolini, 2022-06-16 English Medium Instruction EMI is a rapidly growing global phenomenon in countries where English is a second or foreign language This book focuses on empirical research studies conducted on this growing trend in the Middle East and North Africa an under researched area with regards to the effects and challenges of the implementation of EMI in higher education The contributors are researchers with first hand experience in countries in the region including Iran Kuwait Morocco Oman Saudi Arabia Sudan and Turkey Each chapter follows a consistent structure allowing comparisons to be drawn between policies and practices in different countries Topics covered include investigating perceptions and attitudes of both students and lecturers opportunities and challenges afforded by EMI as well as the evolution of EMI practices By exploring these issues through the lens of a decolonial critical approach this volume informs theory underlying research into the phenomenon of EMI in the region

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