

Sociopolitics of English Language Teaching and Learning

by Una Miller

Sociopolitics

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Glance

Interculture
&
Multiculture

Culturally
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Change

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Sociopolitics Of English Language Teaching

Joan Kelly Hall, William Eggington



Sociopolitics Of English Language Teaching:

The Sociopolitics of English Language Teaching Joan Kelly Hall, William Eggington, 2000-01-01 The sociopolitical dimensions of English language teaching are central to the English language professional. These dimensions include language policies, cultural expectations, and the societal roles of languages. This book aims to present these issues to practicing and aspiring teachers in order to raise awareness of the sociopolitical nature of English language teaching. **The Sociopolitics of English Language Teaching** Joan Kelly Hall, William Eggington, 2000 This text aims to present such dimensions as language policies, cultural expectations, and the societal roles of languages to practising and aspiring teachers in order to raise awareness of the sociopolitical nature of English language teaching. *The Sociopolitics of English Language Testing* Seyyed-Abdolhamid Mirhosseini, Peter De Costa, 2020-02-20 Highlighting marginalized but significant perspectives about the sociopolitical essence of English language tests and testing processes worldwide, this book explores the social considerations of testing theories and practices from a critical perspective. Investigating concerns surrounding power inequalities, *The Sociopolitics of English Language Testing* takes a socially situated view of language assessment, bringing sociopolitical understandings of language teaching, learning, and assessment to the forefront in the field. Within the broader discussion of the politics of test use, an international team of language and education experts address the issues of ideology, diversity, power, and dominance in English language testing. Through socially sensitive theoretical as well as empirical discussion and investigation of English language testing, this book offers valuable insights not only to applied linguists and the language education community who have focused on positivistic and cognitively oriented conceptions of language testing, but to anyone who wishes to venture beyond the traditional bounds of the field. *Englishes in English Language Teaching* Marzieh Sadeghpour, 2019-07-23 The unprecedented growth and recognition of new world Englishes call for English language teaching programs to consider the place and relevance of the paradigm of World Englishes to the content and delivery of their curricula. This concern is particularly compelling in the multi-variety contexts such as Australia, where speakers from different Kachruvian Circles interact frequently with one another. Investigating the place and pertinence of World Englishes in English language teaching in Australia, this book explores the perceptions of English language teachers from culturally and linguistically diverse backgrounds working in Australia. Looking at the effect on teachers' confidence when dealing with different varieties of English, the pedagogical implications, and the causes of varying degrees of perception among teachers, the author highlights the possible changes that could take place that would pave the ground for the development of World Englishes-informed curriculum and pedagogy for English as an International Language, which would in turn provide opportunities for learners to develop requisite competencies for intercultural communication. These are the skills which enable learners to successfully interact with speakers of various Englishes and negotiate and navigate with their interlocutors the differing cultural conceptualisations associated with the varieties of English during international and

intercultural communication Vital reading for anyone researching English language teaching or varieties of English and those teaching English as an international language anywhere in the world *International Handbook of English Language Teaching* Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF

The Routledge Handbook of English Language Teaching Graham Hall, 2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume's inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum resources and settings methods and methodology perspectives and practices second language learning and learners teaching language knowledge skills and pedagogy understanding the language classroom The Handbook's 39 chapters are written by leading figures in ELT from around the world Mindful of the diverse pedagogical institutional and social contexts for ELT they convincingly present the key issues areas of debate and dispute and likely future developments in ELT from an applied linguistics perspective Throughout the volume readers are encouraged to develop their own thinking and practice in contextually appropriate ways assisted by discussion questions and suggestions for further reading that accompany every chapter Advisory board Guy Cook Diane Larsen Freeman Amy Tsui and Steve Walsh

A Sociopolitical Agenda for TESOL Teacher Education Peter De Costa, Özgehan Ustuk, 2023-10-05 Teaching English to Speakers of Other Languages TESOL sits at the nexus of constant change which makes it vitally important for language teachers to engage in continuous development and keep abreast of the sociopolitical milieu in which they are embedded However most teacher education activities are often associated with what is perceived as best practices that are expected to be adopted often uncritically for classroom application and practice with the intention of training teachers to

become technicians in their respective classrooms In reality TESOL practitioners often find themselves in situations that require them to be reflexive practitioners and to negotiate sites of political struggles and social injustice Given that a socially situated understanding of TESOL teacher education is often overlooked this volume highlights the sociopolitical dimensions of TESOL teacher education In Part 1 the authors introduce the theoretical underpinnings of the sociopolitical agenda proposed by this volume Building on these theories Part 2 realizes the proposed agenda by situating it within actual TESOL teacher education contexts that are characterized by power imbalances and neoliberally inflected educational injustices

Advocacy in English Language Teaching and Learning Heather A. Linville, James Whiting, 2019-01-10 Appropriate for those new to the topic and established scholars this holistic text examines the nexus of advocacy and English language teaching beginning with theories of advocacy covering constraints and challenges in practice and offering a range of hands on perspectives in different contexts and with different populations Bringing together wide ranging and diverse viewpoints in TESOL this volume examines the role of advocacy through a social justice lens in a range of contexts including K 12 classrooms and schools adult and higher education settings families and communities and teacher education programs and professional organizations Advocacy in English Language Teaching and Learning offers readers a deeper understanding of what advocacy is and can be and gives teacher candidates and educators the tools to advocate for their students their families and communities and their profession

Exploring English Language Teaching Graham Hall, 2011-03-08 Winner of the BAAL Book Prize 2012 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics primarily designed for those entering postgraduate studies and language professionals returning to academic study The books take an innovative practice to theory approach with a back to front structure This leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations Additional features include tasks with commentaries a glossary of key terms and an annotated further reading section Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective The book addresses four central themes within English language teaching Classroom interaction and management Method Postmethod and methodology Learners and the Institutional frameworks and social contexts of ELT For each the book identifies key dilemmas and practices examines how teachers and other language teaching professionals might intervene and deal with these concerns and explores how such issues link to and inform applied linguistic theory Exploring English Language Teaching is an indispensable textbook for language teachers and for post graduate graduate students and advanced undergraduates studying in the areas of Applied Linguistics Language Teacher Education and ELT TESOL

Foundations of Bilingual Education and Bilingualism Colin Baker, 2011 Written as an introductory text from a crossdisciplinary perspective this book covers individual and societal concepts in minority and majority languages

World Englishes Ee Ling Low, Anne

Pakir,2017-10-31 In this book leading scholars in the field of World Englishes WE offer fresh perspectives in re thinking issues on the use of English as a global language in an interconnected world Established as a legitimate field of study WE offers a conceptual framework which has influenced scholarship in many related disciplines contact linguistics postcolonial Englishes English as a lingua franca English as an international language and applied linguistics This seminal volume will have an excellent balance between theoretical and empirical works focusing on scholarship that has arisen in relation to the Kachruvian Three Concentric Circles model This book covers topics such as state of the art review of WE WE and contact linguistics post colonial Englishes English as a Lingua Franca English as an International Language WE and applied linguistics language measurement and testing in WE language policy and management language education and dynamic ecologies language typology WE as a new canon WE and corpus linguistics WE and multimodalities and makes predictions about the future of WE It contains a comprehensive and up to date bibliography of major works published in the field

Technology-Assisted ESL Acquisition and Development for Nontraditional Learners Khadimally, Seda,2018-08-31 Creating technology integrated learning environments for adolescent and adult language learners remains a challenge to educators in the field Thoroughly examining and optimizing the experience of these students is imperative to the success of language learning classrooms Technology Assisted ESL Acquisition and Development for Nontraditional Learners provides innovative insights into the advancements in communication technologies and their applications in language learning The content within this publication covers emerging research on instructional design teacher cognition and professional development It is a vital reference source for educators academics administrators and researchers seeking coverage centered on the implementation of technology based language learning systems Language Across Disciplinary Boundaries Miguel Mantero,Paul Chamness Miller,John L Watzke,2022-01-01 The International Society for Language Studies ISLS inaugurates its first volume in the series Readings in Language Studies with Language Across Disciplinary Boundaries a text that represents international perspectives on language and identity critical pedagogy language and power perspectives on second language acquisition and teacher education Founded in 2002 ISLS is a world wide organization of volunteers scholars and practitioners committed to critical interdisciplinary and emergent approaches to language studies **Unequal Englishes** R. Tupas,2015-05-26 This book proposes examines and unpacks the notion of unequal Englishes as a way to understand English today Unlike many studies on the pluralization of English the volume assumes that inequalities and Englishes are inextricably linked and must be understood and theorized together **Teacher Education in the 21st Century** Antje-Marianne Kolde,Ruth Frehner,Brigitte Kürsteiner,Lukas Bleichenbacher,2016-08-17 How can teacher education prepare future teachers for their work in increasingly diverse classrooms How does the concept of plurilingualism inform language educational policy in different countries What are the current opportunities and challenges in the domain of internationalisation in teacher education The contributions to this volume address these questions from different theoretical

perspectives and with a strong emphasis on the actual practices in various classrooms At a time when simplistic essentialist biased and discriminatory ideologies and practices see a rebirth in public discourse and represent a risk to education the contributors here take stock and describe some worthwhile alternatives The first set of chapters addresses the integration of ethnic religious and gender diversity in teacher education colleges In the second part the notion of plurilingualism in different educational contexts is explored from a critical sociolinguistic point of view The chapters in the third part present evidence from innovative international academic exchange programs and how they contribute to socio spatial learning amongst others The common denominator in this volume is the notion of convergence the coexistence of people and practices in diverse contexts

Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers

An, Heejung, 2016-11-17 Study abroad programs offer a unique opportunity for students to immerse themselves within different cultural backgrounds as they continue to further their education By experiencing this first hand in service and pre service educators are better prepared to address diversity issues within their classrooms The Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P 12 Teachers highlights program developments geared towards pre service and in service teachers Featuring the pedagogical opportunities available to participants and the challenges encountered during the development and implementation of study abroad programs this publication is a critical reference source for pre service and in service teachers school administrators higher education faculty educational researchers and educators in multicultural and international education programs

Second and Foreign Language Learning Through Classroom Interaction

Joan Kelly Hall, Lorrie Stoops Verplaetse, 2000-06-01 This volume brings together the current theoretical interest in reconceptualizing second and foreign language learning from a sociocultural perspective on language and learning with practical concerns about second and foreign language pedagogy It presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language The authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages Not only will the findings from the studies reported in this volume help to lay a foundation for the development of a more expansive sociocultural model of second and foreign language learning but on a more practical level they will help language educators in creating a set of principles for identifying and sustaining classroom interactional practices that foster additional language development The volume is distinguished in three ways Following a Vygotskian perspective on development the studies assume that language learning is a fundamentally pragmatic enterprise intrinsically linked to language use This breaks from a more traditional understanding of second and foreign language learning which has viewed learning and use as two distinct phenomena The importance of classroom interaction to additional language development is foregrounded The investigations reported in this book are distinguished by their methodological approach Because language learning is assumed to be a situated context

sensitive and dynamic process the studies do not rely on traditional experimental methods for collecting and analyzing data but rather they involve primarily the use of ethnographic and discourse analytic methods The studies focus on interactional practices that promote second and foreign language learning Although a great deal of research has examined first language learning in classrooms from a sociocultural perspective little has looked at second and foreign language classrooms from such a perspective Thus there is a strong need for this volume of studies addressing this area of research Researchers teacher educators and graduate students across the fields of second and foreign language learning applied linguistics and language education will find this book informative and relevant Because of the programmatic implications arising from the studies it will also appeal to teacher educators and teachers of second and foreign languages from the elementary to the university levels

Debates in ESOL Teaching and Learning Kathy Pitt, 2005 A lively introduction to the theory and research surrounding the adult learning of ESOL this unique book examines the social and personal histories of and pressures on the learners and discusses types of classroom and teaching methodologies

Teaching and Learning Chinese in Global Contexts Linda Tsung, Ken Cruickshank, 2011-01-13

Rethinking Languages Education Ruth Arber, Michiko Weinmann, Jill Blackmore, 2020-11-26 Rethinking Languages Education assembles innovative research from experts in the fields of sociocultural theory applied linguistics and education The contributors interrogate innovative and recent thinking and broach controversies about the theoretical and practical considerations that underpin the implementation of effective Languages pedagogy in twenty first century classrooms Crucially Rethinking Languages Education explores established understandings about language culture and education to provide a more comprehensive and flexible understanding of Languages education that responds to local classrooms impacted by global and transnational change and the politics of language culture and identity Rethinking Languages Education focuses on questions about ways that we can develop farsighted and successful Languages education for diverse students in globalised contexts The response to these questions is multi layered and takes into account the complex interactions between policy curriculum and practice as well as their contention and implementation In doing so this book addresses and integrates innovative perspectives of contemporary theory and pedagogy for Languages TESOL and EAL D education It includes diverse discussions around practice and addresses issues of the dominance of prestige Languages programs for minority and heritage languages as well as discussing controversies about the current provision of English and Languages programs around the world

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