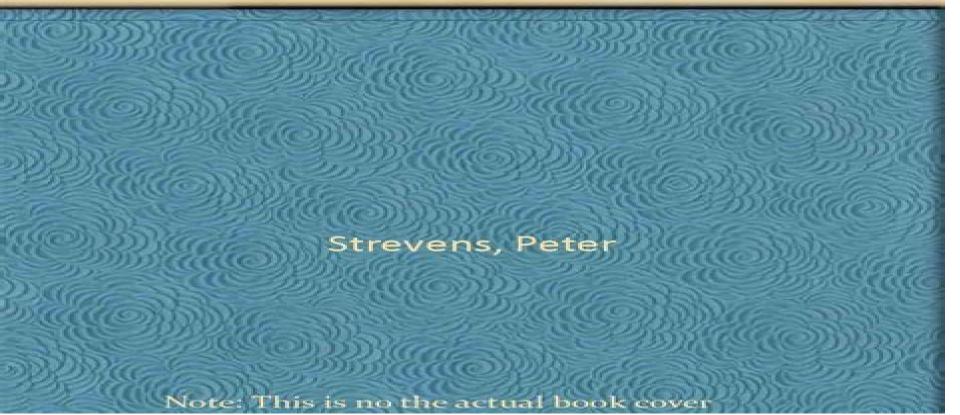
Teaching English As an International Language: From Practice to Principle (Language Teaching Methodology Series)

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Teaching English As An International Language From Practice To Principle Language Teaching Methodology Series

Aya Matsuda

Teaching English As An International Language From Practice To Principle Language Teaching Methodology Series:

Teaching English as an International Language Peter Strevens,1980 Principles and Practices for Teaching English as an International Language Lubna Alsagoff, Sandra Lee Mckay, Guangwei Hu, Willy A. Renandya, 2012-04-23 This text explores the pedagogical implications of the continuing spread of English and its role as an international language highlighting the importance of socially sensitive pedagogy in contexts outside of inner circle English speaking countries World Englishes Volume 1: Paradigms Britta Schneider, Theresa Heyd, Mario Saraceni, 2021-05-20 Bloomsbury World Englishes offers a comprehensive and rigorous description of the facts implications and contentious issues regarding the forms and functions of English in the world International experts cover a diverse range of varieties and topics offering a more accurate understanding of English across the globe and the various social contexts in which it plays a significant role With volumes dedicated to research paradigms language ideologies and pedagogies the collection pushes the boundaries of the field to go beyond traditional descriptive paradigms and contribute to moving research agendas forward Volume 1 Paradigms analyzes the ways in which we make sense of English as a global language its many varieties and how these come into contact and interact with other languages It moves the field beyond existing models that are no longer sufficient to describe English es in the era of globalization **Educated Fiji English** Lena Zipp, 2014-02-15 This volume contains a comprehensive corpus based study of prepositional constructions in written Fiji English It explores the endo and exonormative dynamics of norm giving and norm developing varieties and contributes to our understanding of structural nativization and variety formation in a multi ethnic setting The book provides an account of the sociolinguistic development of English in Fiji against the backdrop of the country's colonial and post independence history with special focus on the Indo Fijian part of the population Drawing on the written sections of the Indian Great Britain New Zealand and preliminary Fiji components of the International Corpus of English quantitative and qualitative analyses of prepositional phenomena are conducted on the word level frequency semantic effects and stylistic variation phrase level productivity in verb particle combinations and pattern level prepositions and ing clauses The book will be relevant to scholars interested in lexico grammar variety and corpus linguistics and sociolinguistics in general A New New English Anja Kellermann, 2001 Gibraltar is a mere 2.5 square miles of British rock at the southern tip of the Iberian peninsula Yet this microcosm is home to 20 000 Gibraltarians In the wake of age old geo political social and cultural tensions a unique language contact situation has emerged Since the arrival of the British in 1704 Spanish and English have coexisted in the colony English as the language of the colonial masters and Spanish Yanito as that of the local people Over the last 60 years however this diglossic situation has gradually changed with the Gibraltarians adopting English as their mother tongue The result has been the institutionalisation of the language and the emergence of a new New English This empirical study conducts an instrumental analysis of this

localised form of English revealing its nativisation process The analysis pinpoints the distinctive features of Gibraltarian English and posits that a focussing process is in progress Implementing a qualitative quantitative analysis of sociolinguistic data the author also explores the mechanisms behind the speech community s language usage attitudes and ideology Over time Gibraltarians changing conceptions about English and Spanish have reflected their perceived identity of themselves as British and or Gibraltarians This book reveals Gibraltar as speech community in search of an identity It is a people aware of its multicultural heritage determined in its continued rejection of Spanish claims on sovereignty and increasingly ambivalent toward its colonial past Exploring Ethnically-Marked Varieties of Kenyan English Billian Khalayi Otundo, 2018 On a quest to satisfy the need for acoustic documentation of pronunciation norms of Standard Kenyan English there were predominant deviations which identify users of Ethnically Marked Varieties of Kenyan English The study documents findings on tenets of Ethnic Markedness by two groups that revealed maximally distinct pronunciation Data collection and analysis encompassed systematic recording annotation and acoustic scrutiny Moreover attitudes that other Kenyans hold toward the selected varieties are exposed The study is a primary source in the genres of World Englishes speech science prosody and interlanguage pronunciation Forum ,1983 Preparing Teachers to Teach English as an International Language Aya Matsuda, 2017-01-19 This book explores ways to prepare teachers to teach English as an International Language EIL and provides theoretically grounded models for EIL informed teacher education. The volume includes two chapters that present a theoretical approach and principles in EIL teacher education followed by a collection of descriptions of field tested teacher education programs courses units in a course and activities from diverse geographical and institutional contexts which together demonstrate a variety of possible approaches to preparing teachers to teach EIL The book helps create a space for the exploration of EIL teacher education that cuts across English as a Lingua Franca World Englishes and other relevant scholarly communities The Routledge Handbook of Teaching English as an International Language Ali Fuad Selvi, Nicola Galloway, 2024-12-30 The Routledge Handbook of Teaching English as an International Language provides a ground breaking overview of the research on the global spread of English with pedagogical implications Bringing together a number of key scholars and scholarly discussions on various aspects of teaching English as an International Language TEIL this handbook directs research in this field to help inform the much needed paradigm shift in ELT away from idealized native English speaking norms Reframing English language language teaching and teacher education to match the new sociolinguistic landscape of the 21st century this handbook analyzes this topic in seven key areas Theoretical considerations Major frameworks and proposals Principles and practices of teaching and assessing English Innovative approaches varied contexts and transformative practices Diverse teaching settings and populations Teacher education and professional development Research developments and future directions The Routledge Handbook of Teaching English as an International Language is essential reading for scholars and students researching in the areas of World Englishes English as a lingua

franca English as an international language Global Englishes ELT sociolinguistics and critical applied linguistics

Glocalising Approaches to Learning and Teaching English Natalia Wright, 2025-02-27 This volume focuses on glocalization in English language teaching and learning examining the challenges of its implementation It describes the innovative practices of multilingual TESOL practitioners from various parts of the world offering nuanced perspectives on how to glocalize teaching methods curricula materials and teacher preparation The chapters spanning different levels of education weave together theory and practice highlighting strategies to successfully navigate the complex relationships between global demands and local needs in language teaching and learning This edited book presents empirical research studies which together provide the evidence based knowledge necessary to effectively teach linguistically and culturally diverse students Beyond academic discussion this book serves as a practical guide for those involved in teacher preparation offering strategies and practical applications of glocalized approaches to developing programs for pre service educators Above all the book invites all language teaching professionals to embrace glocalization practices in response to the **Local Solutions for Global Challenges Samir** increasingly plurilingual and pluricultural world in which they operate Chatterjee, Jan vom Brocke, Ricardo Anderson, 2025-07-02 The two volume proceedings set LNCS 15703 and 15704 constitutes the refereed proceedings of the 20th International Conference on Local Solutions for Global Challenges DESRIST 2025 which was held in Montego Bay Jamaica during June 2 4 2025 The 36 full and 2 short papers presented in this book were carefully reviewed and selected from 111 submissions. The papers presented in these volumes are organized into the following topical sections Part I Emerging DSR Methods and Novel DSR Applications Data Driven Design Science DSR Education Healthcare Systems Ageing and Wellbeing Part II Responsible Artificial Intelligence Design Cybersecurity Privacy and Ethics Innovation and Entrepreneurship Sustainable Development and Environmental Solutions Bloomsbury World Englishes Volume 3: Pedagogies Yasemin Bayyurt, Mario Saraceni, 2021-05-20 Bloomsbury World Englishes offers a comprehensive and rigorous description of the facts implications and contentious issues regarding the forms and functions of English in the world International experts cover a diverse range of varieties and topics offering a more accurate understanding of English across the globe and the various social contexts in which it plays a significant role With volumes dedicated to research paradigms language ideologies and pedagogies the collection pushes the boundaries of the field to go beyond traditional descriptive paradigms and contribute to moving research agendas forward Volume 3 Pedagogies addresses the teaching of English as a world language Chapters in this volume consider the teaching and learning of English es from a range of perspectives and on the basis of experiences and research from many parts of the world **Family** Language Policies in a Multilingual World John Macalister, Seyed Hadi Mirvahedi, 2016-12-19 Through case studies from around the world this book illustrates the opportunities and challenges facing families negotiating the issues of language maintenance and language learning in the home Every family living in a bi multilingual environment faces the question of

what language s to speak with their children and must make a decision consciously or otherwise about these issues Exploring links between language policy in the home and wider society in a range of diverse settings the contributors utilize various research tools including interviews questionnaires observations and archival document analysis to explore linguistic ideologies and practices of family members in the home illuminating how these are shaped by macro level societal processes

English as an International Language in Asia: Implications for Language Education Roland Sussex, 2012-07-10 Noting ASEAN's adoption of English as its sole working language this book analyzes the language education policies of Vietnam Malaysia Indonesia Japan Sri Lanka and China and traces the influence of globalization on English language education in Towards Post-Native-Speakerism Stephanie Ann Houghton, Kayoko Hashimoto, 2017-12-05 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 **English Medium Instruction Ernesto** perspectives and globalisation generally with a specific focus on education Macaro, 2018-02-19 Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction Against a backdrop of theory policy documents and examples of practice he weaves together research in both secondary and tertiary education with a particular focus on the key stakeholders involved in EMI the teachers and the students Whilst acknowledging that the momentum of EMI is unlikely to be diminished and identifying its potential benefits the author raises questions about the ways it has been introduced and developed and explores how we can arrive at a true cost benefit analysis of its future impact This state of the art monograph presents a wide ranging multi perspectival yet coherent overview of research policy and practice of English Medium Instruction around the globe It gives a thorough in depth and thought provoking treatment of an educational phenomenon that is spreading on an unprecedented scale Guangwei Hu National Institute of Education Singapore Additional online resources are available at www oup com elt teacher emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university Oxford Applied Linguistics Series Advisers Anne Burns and Diane Larsen Freeman The Pedagogy of English as an International Language Roby Marlina, Ram Ashish Giri, 2014-06-23 This volume offers insights in current theoretical discussions observations and reflections from internationally and regionally celebrated scholars on the theory and practice of teaching English informed by a new school of thought English as an International Language EIL This volume provides readers scholars teacher

educators researchers in the relevant fields with Knowledge of the changing paradigm and attitudes towards English language teaching from teaching a single variety of English to teaching intercultural communication and English language variation Current thoughts on the theory of teaching English as an international language by internationally celebrated established scholars and emergent scholars Scholarly descriptions and discussions of how English language educators and teacher educators translate the paradigm of English as an International Language into their existing teaching Delineation of how this newly emerged paradigm is received or responded to by English language educators and students when it is implemented Readers have a unique opportunity to observe and read the tensions and dilemmas that educators and students are likely to experience in teaching and learning EIL TESOL: A Guide Jun Liu, Cynthia Berger, 2015-02-26 This book serves as a comprehensive reference resource for current and prospective English language teachers students of TESOL academics and other professionals working within the field of Teaching English as a Second or Other Language TESOL As an essential single volume resource TESOL A Guide explores TESOL in three dimensions as a profession as a field of study and as an international association In doing so it offers a thorough summary of themes and issue relevant to TESOL s multiple dimensions including a practical overview of the TESOL profession and a compendium of current TESOL research topics and methodologies In commemoration of the 50th anniversary of TESOL International Association a key section of the book highlights the development of this association and features the reflections of several previous TESOL International Association presidents Readers will also appreciate the extensive glossary and appendix of TESOL resources both of which are designed to comprise a valuable and manageable guide for newcomers to the field as well as for developing practitioners and researchers Situating Moral and Cultural Values in ELT Materials Handoyo Puji Widodo, Marianne Rachel Perfecto, Le Van Canh, Adcharawan Buripakdi, 2017-09-27 This volume accentuates how ELT materials can be a mediation of capitalizing on moral and cultural values which are more locally grounded in respective Southeast Asia SEA countries It features critical studies on locally produced ELT materials textbooks situated in the following SEA countries Timor Leste The Philippines Singapore Malaysia Cambodia Vietnam Indonesia and Thailand The chapters written by experts who know the ELT context of their respective SEA country critically examine the design and use of ELT materials widely used in local and national contexts Thus the volume provides fresh insight into how values are uniquely manifested in language classroom materials The present text also brings together empirical conceptual and practical grounds for incorporating moral and cultural values into ELT materials development in such a way that it views morality and culture as a mutually complementing entity This much needed volume will be a valuable resource for those interested in the design and use of language materials in culturally and linguistically diverse contexts such as in the Asia Pacific America Africa and Europe English as a Lingua Franca in Latin American Education Sonia Morán Panero, Maritza M. Martínez-Sánchez, Gloria J. Ronzón-Montiel, 2024-10-21 ELF researchers have been describing the dynamic and fluid ways in which multilingual speakers shape English in transcultural communication for more than two decades now While this work seriously challenges traditional static and prejudiced views of English the diverse and variable nature of its uses and users continues to be undermined in many EFL programs around the world This is also the case in many Latin American contexts which have been described as fertile ground for native speaker ideology but where the body of ELF literature is still scarce when compared to Asian and European settings This book is the first to bring together a series of empirical studies on the implications of ELF perspectives for communicative educational and policy making practices across different Latin American countries It not only explores how ELF perspectives can inform students and educators in these settings but also how locally emerging voices experiences and research traditions can help expand ELF theorising as well The volume generates new opportunities for dialogue and global collaboration between researchers and practitioners interested in ELF studies as a critical approach to English language use and education

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