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Teaching

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Readings in English as an International Language

English as a Lingua Franca in Teacher Education

Looks at the way in which social, political, economic, and cultural factors can influence the language classroom. This book also contains practical suggestions on how to cope with the professional problems and misunderstandings which can occur in overseas contexts. It is useful for native-speaker teachers of English preparing to work overseas.

A Pilot Project in Teaching English as an International Language in Italy

Covering a wide range of areas including international politics, colonial history, critical pedagogy, postcolonial literature and applied linguistics, this book examines ways to understand the cultural and political implications of the global spread of English. Firstly, it explores how a particular view of English as an international language has come into being by examining its colonial origins, its connections to linguistics and applied linguistics, and its relationships to the global spread of teaching practices. It then offers an alternative, critical understanding through the concept of the 'worldliness' of English. This concept suggests that English can never be removed from the social, cultural, economic or political contexts in which it is used.
Global Englishes for Language Teaching

This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

International Handbook of English Language Teaching

English is the major language of international communication, and everyone wants to learn it. But which English, and how? Teaching English as an International Language provides an accessible overview of this increasingly important field. Sandra Lee McKay questions the cultural assumptions underlying much English teaching, arguing that classroom aims and methodology should be based on the requirements of an international language.

The Place of English as an International Language in English Language Teaching

This book addresses the issue of how to teach English in diverse locations. Central to the discussion is the balance of power in classroom and curriculum settings, the relationship between language, culture, and discourse, and the change in the ownership of English.
Contextualizing the Pedagogy of English as an International Language

This book provides the reader with a basis upon which to develop teaching and learning methodologies for the multicultural classroom. It is a valuable tool for language teachers who want to implement educational practices that best serve the needs of learners eager to acquire proficiency in languages of wider communication such as English. Focusing on cross-cultural communicative competency, and with chapters on the historical spread of English, the pros and cons of utilizing American and British norms, and new alternative methods and practices, this book provides English instructors with the foundation they will need to meet the challenges of teaching a lingua franca in the age of globalization. Novel conceptualizations of language are presented which bring pluralism and multiculturalism center stage. The volume serves to show how teachers and teacher trainees can best assist learners in their pursuit of oral communication skills in the world’s most utilitarian language.

Teaching English as an International Language

Among the growing number of publications on promoting English as an International Language (EIL), little has been written on the complexities that the EIL paradigm has brought to the teaching and learning of English in the classroom. This edited book seeks to address this deficit in the literature by bringing together narratives of the realities that EIL practitioners encountered in their diverse teaching contexts, including Indonesia, the Pacific islands, USA, and Australia; the struggles, tensions, dilemmas, and quests of living as EIL practitioners in specific teaching contexts and wider English communities in general are all explored in this book. It explores pedagogical practices, understandings, and challenges surrounding the implementation of EIL pedagogy and principles in contexts where English is traditionally described as a second language or
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foreign language. This book will be of interest to teachers, academics, and research students working in the
areas of ELT, critical applied linguistics, EIL, language and identity, and English language teacher education.
It can also be used to complement university-level textbooks in these areas. The book provides theoretical and
contextual knowledge for practicing teachers and teacher educators seeking to understand and explore the
teaching and learning realities of implementing EIL in the classroom.

International Perspectives on English as a Lingua Franca

This book, addressed to experienced and novice language educators, provides an up-to-date overview of
sociolinguistics, reflecting changes in the global situation and the continuing evolution of the field and its
relevance to language education around the world. Topics covered include nationalism and popular culture,
style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies,
classroom discourse, and ideologies and power. Whether considering the role of English as an international
language or innovative initiatives in Indigenous language revitalization, in every context of the world
sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms,
and the importance of teacher practices that open up spaces of awareness and acceptance of --and access
to--the widest possible communicative repertoire for students.

Teaching English as an International Language

What general principles should inform a socioculturally sensitive pedagogy for teaching English as an
International Language and what practices would be consistent with these principles? 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 inner circle English-speaking countries. It provides comprehensive coverage of topics traditionally included in second language methodology courses (such as the teaching of oral skills and grammar), as well as newer fields (such as corpora in language teaching and multimodality); features balanced treatment of theory and practice; and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices. Designed for pre-service and in-service teachers of English around the world, Principles and Practices for Teaching English as an International Language fills a critical need in the field.

Researching Chinese English: the State of the Art

How do teachers inspire students to learn to appreciate different Englishes? Has anyone tried to teach world Englishes? If so, what do they do and how do they feel about it? Most importantly, do students see the benefits in learning about world Englishes? This book responds to these questions by 1) offering a clear and solid foundation for the development of English as an International Language (EIL)-oriented curricula in an English Language program and a teacher education program, 2) critically reviewing the current pedagogical principles and practices of teaching EIL, and 3) offering an alternative way of conceptualising and teaching EIL. Using a three-year undergraduate program of EIL in an Australian university as a research site, this book provides a detailed account of actual classroom practices that raise students' awareness of world Englishes and engage them in learning how to communicate interculturally. This book is the first of its kind that explores the teaching of EIL in a country where English is a predominant and national language.

Teaching English as an Additional Language
This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

**International Perspectives on Teaching English in a Globalised World**

This book explores ways to prepare teachers to teach English as an International Language, and provides theoretically-grounded models for EIL-informed teacher education. It includes two chapters that present a theoretical approach to EIL teacher education, followed by descriptions of field-tested teacher education programs, courses and activities.

**Approaches to Learning and Teaching English as a Second Language**

Provides a ground-breaking attempt to unite discussions on the pedagogical implications of the global spread of English, and lobby for change.

**Preparing Teachers to Teach English As an International Language**
A subject-specific guide for international secondary teachers to supplement learning and provide resources for lesson planning. Approaches to learning and teaching English as a Second Language is the result of close collaboration between Cambridge University Press and Cambridge International Examinations. Considering the local and global contexts when planning and teaching an international syllabus, the title presents ideas in the context of ESL with practical examples that help put theory into context. Teachers can download online tools for lesson planning from our website. This book is ideal support for those studying professional development qualifications or international PGCEs.

Pragmatics Pedagogy in English as an International Language

Pronunciation for English as an International Language

Critical Issues in Teaching English and Language Education

Sociolinguistics and Language Education

The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English (IFTE). The collected chapters here represent the very best of international writing on the teaching of English in the past decade. The key issues and debates surrounding English teaching across the globe are discussed and analysed.
accessibly, and incorporate wide-ranging topics including: • The impact of high stakes testing on teaching and learning; • Addressing the needs of minority groups; • The digitization of literature and new conceptions of text; • Rewriting the canon; • Dealing with curriculum change; • "Best practices" in the teaching of English; • The tension between 'literacy' and 'English'; • English and bilingual education; • The impact of digital technologies on teaching and learning; • Conceptions of English as a subject [secondary and tertiary]; • Bringing the critical into the English/Literacy classroom; • The future of subject English; • Empowering voices on the margins; • Pre-service teacher education; • The social networking English classroom. This text looks at the changing face of subject English from the differing perspectives of policy makers, teacher educators, teachers and their students. It tackles some of the hard questions posed by technological advances in a global society, challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations. Despite all of the converging political and technological threats, the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English.

**English as an International Language**

A lingua franca perspective into English language teaching in Brazil has only recently take flight. As an emerging economy, the country faces enormous challenges when it comes to language education in schools, where English has traditionally been taught as a foreign language. This collection brings the perspectives of academics and language practitioners in their efforts to incorporate an ELF approach into teacher education, thus offering a voice sorely missed in the international community interested in developing new approaches to English in a global world.

Teaching of Culture in English as an International Language

Even as Anglophone power wanes in Asia, and China and India rise, the role of the English language in the
region continues to develop. How are students in Asian nations such as Vietnam, Malaysia and China itself being taught English? This much-needed overview analyzes the differing language education policies of selected countries that also include Indonesia, Japan and Sri Lanka. Noting ASEAN’s adoption of English as its sole working language, it traces the influence of globalization on English language education in Asia: in many systems, it pushes local languages off the curriculum and is taught as a second language after the national one. Informed by a comprehensive review of current research and practice in English teaching in Asia, this volume considers the many different roles English is playing across the region, as well as offering an informed assessment of the prospects of English—and Chinese—being a universal language of communication.

**TEFL Tourism**

This volume offers a timely collection of original research papers on the various features and issues surrounding Chinese English, one of the varieties in World Englishes with a large and increasing number of learners and users. The five sections entitled ‘Researching Chinese English Pronunciation’, ‘Researching Chinese English Lexis, Grammar and Pragmatics’, ‘Researching Perceptions, Attitudes and Reactions towards Chinese English’, ‘Researching Cultural Conceptualizations and Identities in Chinese English’, and ‘Chinese Scholarship on Chinese English’, bring together three generations of Chinese and overseas researchers, both established and emerging, who offer lively dialogues on the current research, development and future of Chinese English. The introductory chapter by the editors on the state-of-the-art of researching Chinese English, and a concluding chapter by a leading researcher in World Englishes on the future directions for researching Chinese English make this an essential title for those who wish to gain insights on Chinese English.
Teaching English as an International Language

The rapid global spread of the English language has serious linguistic, ideological, socio-cultural, political, and pedagogical implications as it creates both positive interactions and negative tensions between global and local forces. Accordingly, debate about issues such as the native/non-native divide, the politics of an international language, communication in a Lingua Franca, the choice of a model for ELT, and the link between English and identity(ies) has stimulated scholarly inquiry in an unprecedented way. The chapters in this volume revisit, challenge, and expand upon established arguments and positions regarding the politics, policies, pedagogies, and practices of English as an international language, as well as its sociolinguistic and socio-psychological complexities.

The Cultural Politics of English as an International Language

This book aims to contribute to the discipline of teaching English as an international language by exploring teachers’ reflections on the recent changes within the English language for their teaching profession. It presents a comprehensive and thorough examination of the place of English as an international language in English language teaching, especially in an Asia-Pacific context, looking at Vietnam and countries in which the context of ELT is similar. It examines and revisits the relevance of teaching implications, teaching of cultures and teaching materials currently employed in an EFL context. The author investigates a range of critical issues in teaching English in today’s EFL context as well as challenges in implementing new teaching ideas to meet learners’ demands to communicate with speakers from various backgrounds. Finally, the book presents a number of research-informed implications for pedagogy, theory and research in teaching EIL in ELT.
Teaching of Culture in English as an International Language

Pragmatics Pedagogy in English as an International Language aims to bring to light L2 pragmatics instruction and assessment in relation to English as an International Language (EIL). The chapters in this book deal with a range of pedagogically related topics, including the historical interface between L2 pragmatics and EIL, reconceptualization of pragmatic competence in EIL, intercultural dimension of pragmatics pedagogy in EIL, teacher pragmatic awareness of instruction in the context of EIL, pragmatics of politeness in EIL, pragmatic teaching materials for EIL pedagogy, teachers’ and scholars’ perceptions of pragmatics pedagogy in EIL, assessment and assessment criteria in EIL-aware pragmatics, and methods for research into pragmatics in EIL. This book is different from other books about both EIL pedagogy and pragmatics pedagogy. Exploring the interface between different dimensions of pragmatics pedagogy and EIL, it suggests instructional and assessment tasks for EIL-aware pedagogy and directions for research on EIL-based pragmatics pedagogy. Pragmatics Pedagogy in English as an International Language will be useful for a range of readers who have an interest in the pragmatics instruction and assessment of EIL as well as those whose main area of specialization is EIL but would like to know how EIL, with its rich conceptual and empirical background, can go beyond linguistic instruction to embrace the instruction of pragmatic competence.

Cultural Content Analysis of ELT Textbooks for Teaching English as an International Language

Pronunciation plays a crucial role in learning English as an international language, yet often remains marginalised by educators due to a lack of required phonetic and phonological knowledge. Pronunciation for
English as an International Language bridges the gap between phonetics, phonology and pronunciation and provides the reader with a research based guide on how best to teach the English language. The book follows an easy to follow format which ensures the reader will have a comprehensive grasp of each given topic by the end of the chapter. Key ideas explored include: • Articulation of English speech sounds and basic transcription • Connected speech processes • Current issues in English language pronunciation teaching • Multimedia in English language pronunciation practice • Using speech analysis to investigate pronunciation features Using the latest research, Pronunciation for English as an International Language will facilitate effective teaching and learning for any individual involved in teaching English as a second, foreign or international language.

Teaching English as an International Language

This book critically examines current ELT practices vis-à-vis the use of English as an international lingua franca. It bridges the gap between theoretical discussion and the practical concerns of teaching English as an international language (EIL), and presents diverse approaches for preparing competent users of English in international contexts. Part 1 examines how the linguistic and functional varieties of English today complicate ELT, and suggests ways to address them effectively in an English language classroom. Part 2 showcases English courses and programs that are specifically based on the EIL perspective, illustrating how the issues addressed in Part 1 are realized in a real context. This section also presents a collection of EIL pedagogical ideas that have been developed and used successfully by English teachers across the world.
Principles and Practices of Teaching English as an International Language

Principles and Practices for Teaching English as an International Language

Drawing on both Western and Asian theoretical frameworks, this book showcases the complexity and sophistication of the negotiations that EIL (English as an international language) teachers have to make when their identities are challenged by values and practices that seem contradictory to their own.

Teaching English in a European and Global Perspective

Exploring questions of why, what, and how to best teach English as an international language (EIL) and cultures, the authors propose an integrated model to suit non-native English contexts in the Asia Pacific.

English as an International Language

Principles and Practices of Teaching English as an International Language

This volume examines the role of English as a Lingua Franca (ELF) in education in Europe. Following the implementation of the Bologna process, English has assumed a central role in European education offering institutions the opportunity to cater to the needs of an internationalized student body and increase their competitiveness. On the other hand, the increased use of ELF has become an issue of concern, often perceived
as a threat to other languages, tilting the scale towards linguistic inequality and stressing the urgent need for the development of new language policies. Both aspects of ELF are at the center of discussion in the proposed volume, which consists of a variety of papers examining ELF in different parts of Europe (Eastern, Central and Western) and different levels of education. The volume makes a substantial contribution to the lively and controversial debate about what is recognized as a central topical concern of language education policy in Europe and beyond.

**Teaching English as an International Language**

The importance of integrating the teaching and learning of language and culture has been widely recognised and emphasized. However, how to teach English as an International Language (EIL) and cultures in an integrative way in non-native English speaking countries remains problematic and has largely failed to enable language learners to meet local and global communication demands. Developing students' intercultural competence is one of the key missions of teaching cultures. This book examines a range of well-established models and paradigms from both English-speaking and non-English speaking countries. Exploring questions of why, what, and how to best teach cultures, the authors propose an integrated model to suit non-native English contexts in the Asia Pacific. The chapters deal with other critical issues such as the relationship between language and power, the importance of power relations in communication, the relationship between teaching cultures and national interests, and balancing tradition and change in the era of globalisation. The book will be valuable to academics and students of foreign language education, particularly those teaching English as an international language in non-native English countries.

**Using English as a Lingua Franca in Education in Europe**
There is evident lineage between the concepts of teaching English as a foreign language (TEFL) and tourism, represented through evocative marketing material, the commoditisation of the TEFL product, teacher motivations and experiences. Yet, to date there has been no recognition of these links within industry or academia. This book introduces the concept of 'TEFL tourism', outlining the scale of the sector and the rapid commercialization of TEFL teaching across the world, locating it as an emerging form of niche tourism. The text outlines the organisation types and geographical locations, emphasizing the commodification of English language teaching. It also outlines the types of TEFL tourists, the complexities of international education, links with various tourism forms and sustainability considerations of the industry. The book will appeal to tourism academics and students, in particular those with interests in educational and volunteer tourism as well as sustainable tourism and commodification.

The Struggle to Teach English as an International Language

Collectively, the chapters in this volume make a significant contribution to the emerging paradigm of English as an International Language (EIL) by exploring various aspects of the English language and its pedagogy in the context of the globalization of this language. The volume shows great deal of promise in terms of expanding the paradigm and also establishing new grounds for thinking, research, and practice.

Teaching English Overseas: An Introduction

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,
teachers, 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.

**English as an International Language in Asia: Implications for Language Education**

This book critically examines current ELT practices vis-à-vis the use of English as an international lingua franca. It bridges the gap between theoretical discussion and the practical concerns of teaching English as an international language, and presents diverse approaches for preparing competent users of English in international contexts.

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