

THE
SOCIOPOLITICS
OF ENGLISH
LANGUAGE
TEACHING

Edited by
JOAN KELLY HALL &
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MULTILINGUAL MATTERS

Sociopolitics Of English Language Teaching

Joan Kelly Hall, William Egginton

Sociopolitics Of English Language Teaching:

The Sociopolitics of English Language Teaching Joan Kelly Hall, William Egginton, 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 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.

The Routledge

Handbook of the Sociopolitical Context of Language Learning Weixiao Wei, Der-lin Chao, 2025-03-11. The Routledge Handbook of the Sociopolitical Context of Language Learning is a compelling examination of how language education must adapt to our rapidly changing world. This book explores the need for a fresh perspective on language learning, moving beyond traditional methods to address the complexities of today's global landscape. It delves into the impact of geopolitical shifts, cultural exchanges, and social justice issues on language education. The book offers a blend of theoretical insights and practical approaches, highlighting how language learning intersects with global politics and cultural diversity. It examines case studies from various countries, including Ukraine and Oman, to reveal how language policies and practices are evolving in response to contemporary challenges. By integrating themes of identity, equity, and intercultural understanding, the book presents groundbreaking content that pushes for more inclusive and effective language education. Ideal for educators, policymakers, and anyone interested in the future of language learning, this book provides valuable perspectives on how to rethink and redesign language education to better serve a diverse and interconnected world. It offers practical strategies and thought-provoking analyses, making it an essential resource for navigating the complexities of modern language teaching and learning.

Bridging Community Development and the Aid-based English Language Teaching Classroom Jeremy Dane Sporrong, 2004. **English as a Lingua Franca: Attitude and Identity** Jennifer Jenkins, 2007-07-26. Based on research conducted among teachers, this text examines the role of standard language ideology in ELF attitude formation.

critiques current SLA theories and ELT practices highlights links between ELF accent attitudes and ELF identities and includes proposals for making ELT pedagogy and testing more relevant **Language, Education, and Ideology** Timothy Reagan, 2002-11-30 Language educators in general and foreign language educators in particular need to be aware of and sensitive to issues related to the interface and nexus of language education and ideology This work places foreign language education in its social context as well as applying critical pedagogy to the foreign language classroom to help educators become more aware of the social political historical and economic contexts in which they work and which effect the classroom setting Research and scholarship in critical pedagogy is impressive extensive and powerful and has had significant impact on nearly every aspect of contemporary educational scholarship One area in which critical theory and critical pedagogy have been slow to have a noticeable effect however is that of language education especially foreign language education Further while a number of important works address issues of critical literacy there are no general works presenting critical perspectives on language and language issues targeting classroom teachers and other educators This work offers a broad and comprehensive overview of language and linguistic issues that emerge in the classroom context from a critical philosophical perspective The central focus is on the nexus of issues of language education and ideology as the title suggests and specific topics covered will include language and power linguistic purism the marginalization of second language education in the United States the phenomenon of ideological monolingualism in the United States the hierarchy of the less commonly taught languages both in terms of its etiology and the ideological and hegemonic functions this hierarchy serves nonmainstream language varieties in school settings issues of linguistic legitimacy in the classroom context the politics and ideological context of bilingual education in the United States language policy both as a tool for oppression and as a means of empowerment and finally the need for critical language awareness on the part of all educators

International Journal of Educational Reform ,2005 Language Planning in Higher Education Sabiha Mansoor, 2005 Based on an in depth sociolinguistic case study of language planning in Pakistan this book examines the extent of the linguistic support in Urdu English or the mother tongue available to students to cope with their courses in higher education Keeping in view the paucity of research in the area of sociolinguistics bilingual education and language planning in the Pakistani and the South Asian context this volume will be of interest not only to language planners and curriculum developers but also to English language teachers and students in Pakistan and abroad This study is unique in that it illustrates the sociolinguistic profile in Pakistan and provides insights into the complex issues of multiculturalism and ethnicity and their impact on linguistic educational and socio cultural outcomes It focuses particularly on problems confronting language planning in higher education along with guidelines for its implementation *Moroccan EFL Learners' Attitudes towards World Englishes and Native and Non-Native English-Speaking Teachers: Towards a Global Englishes-Informed Pedagogy* Mustapha Mourchid, 2025-07-17 Doctoral Thesis Dissertation from the year 2025 in the subject

English Language and Literature Studies Linguistics Ibn Tofail University Faculty of Languages Letters and Arts course World Englishes and Global Englishes Language Teaching language English abstract Today's changing sociolinguistic reality of English calls for a shift in paradigm in the field of English language teaching Therefore this study aims to examine Moroccan EFL learners MEFLLs attitudes towards World Englishes WE and native and non native English speaking teachers NESTs non NESTs Firstly building on the assumption that Kachru's three Concentric Circles have been treated unequally and that less scholarly research has been published on expanding circle countries this study seeks to examine the attitudes of MEFLLs towards WE Overall although the study's findings show that MEFLLs tend to prefer inner circle Englishes the participants surveyed are aware of English language variation and are willing to learn more about varieties of English speech Secondly departing from the assumption that EFL learners tend to show a preference for NESTs over non NESTs and that there is a short supply of research into this phenomenon in Morocco this study intervenes to explore the applicability of this assumption to MEFLLs In this regard the study's findings show that the participants attitudes towards NESTs and non NESTs are positive The results also reveal that the Moroccan context seems to be a fertile setting for discussing WE and NEST non NEST related issues On the one hand the participants recognise and appreciate the sociolinguistic variation exhibited in the English language On the other hand the participants judge NESTs and non NESTs in positive ways Finally the study concludes with several pedagogical implications for the choice of linguistic model's to be employed in EFL classrooms inside and outside Morocco

Explicit Grammar Instruction in Critical ESL Pedagogy

Jason Schneider,2004 Language Problems & Language Planning ,2008 *The Future of Foreign Language Education in the United States* Terry A. Osborn,2002-01-30 Annotation Foreign language education in the United States is undergoing a time of change and the authors of this collection explore a broad range of issues affecting the field today

The CATESOL Journal

Teaching by Principles H. Douglas Brown,2001 Teaching by Principles is a widely acclaimed methodology test used in language teacher education programs around the world In this fourth edition Dr H Douglas Brown and Dr Keekyeong Lee offer a comprehensive survey of practical language teaching options firmly anchored in current research on second language acquisition and pedagogy *Foundations of Bilingual Education and Bilingualism* Colin Baker,2001 This work provides a comprehensive introduction to bilingualism and bilingual education Written as an introductory text from a cross disciplinary perspective the book contains 20 chapters covering individual and societal concepts in minority and majority languages The third edition contains updated references and the latest research findings Major changes for the third edition are added new topics recent changes in bilingual education in the United States language loss in the world trilingualism recent debates on effective bilingual education more on the politics of bilingual education immersion education experiences outside Canada bilingualism in the economy bilingualism and the information communications and technology revolution

Applied Linguistics

,1980 *Perspectives on Foreign and Second*

Language Pedagogy Dorte Albrechtsen, 1998 This festschrift honoring a Danish linguist central to the field of foreign language pedagogy in her country is arranged in four sections that reflect her interests research methods and perspectives vocabulary acquisition research pedagogical issues and language policy A more specific sampling of topics differences in first and second language comprehension with regard to inferring word meaning the role of semantic and pragmatic function in second language acquisition learners word acquisition attempts in conversation contrasting patterns in classroom lexical environments and linguistic human rights and English in Europe Contains no index Distributed by ISBS Annotation

copyrighted by Book News Inc Portland OR **Learner Resistance in the University Foreign Language Classroom**

Robin A. Worth, 2006 Language and Literacy Teaching for Indigenous Education Norbert Francis, Jon Allan Reyhner, 2002 Northern Arizona U education professors survey indigenous languages in US education and curriculum models and materials for biliteracy Includes school and community resources a study guide to the notes glossary Indian tales sample teaching passages art plates and excerpts from a UNESCO Declaration on using vernacular languages in education Distributed in the US by UTP Distribution Annotation

copyrighted by Book News Inc Portland OR **Landscapes and Learning** Margaret Somerville, Kerith Power, Phoenix de Carteret, 2009 Places are made after their stories Just as place names describe complex and conflicted place making aspirations so with all marks associated with the marking of places tracks the symbolic representation of these in song dance and poetic speech indeed all the technologies that join up distances into narratives they all inscribe the earth's surface with the forms of stories Of course these are not the same as the foundational myths of imperial cultures whose aim is to displace any prior discourse of place making They are stories of and as journeys passages in a double sense constitutionally incomplete because they always await their completion in the act of crossing over or meeting which of course is endless Paul Carter Landscapes and Learning maps some of these stories and passageways to open up new place making possibilities The book uses the lens of place to explore how we can respond differently to some of the major questions of our time Postcolonial global concerns such as increased displacement and migration the loss of indigenous knowledges and the imperatives of environmental degradation and climate change require critical educational responses Place studies provides new languages and fresh metaphors to open up interdisciplinary conversations in the space between local and global and indigenous and non indigenous knowledges Through its focus on the mutual constitution of bodies identities histories spaces and places place studies offers a conceptual tool for important cultural and environmental transformations

Sociopolitics Of English Language Teaching Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Sociopolitics Of English Language Teaching**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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