

12 Globalization and Language Teaching

DAVID BLOCK

Introduction

In 1981 I began a one-year RSA (Royal Society of Arts) diploma course in teaching English as a foreign language at the British Council Institute in Barcelona. Having spent some two years as an unqualified teacher struggling to do my job in none-too-prestigious language teaching academies, I was seeking professional development or, in simpler terms, looking for someone to tell me how to teach. The course did not disappoint me, as I finished it with very clear ideas about how to plan and deliver English lessons. What I did not really think about at the time, however, was how I had been trained as a mediator and spreader of the emergent official approach to language teaching – communicative language teaching (CLT). I was a convert, a zealous proponent of all things CLT, and I was these things independently of whether or not CLT was appropriate to my context or consistent with local language and language teaching ideologies. There was not at this time a fully developed public discourse around globalization in Spain (or anywhere else in the world, for that matter), but, looking back, it is easy to see how I was mediating what today might be understood as an “ideoscape” (Appadurai 1990) or a global flow of ideas about language teaching pedagogy. I also now realize that I was entering the profession of language teaching at a key and pivotal point when CLT had begun to gather force on its way to becoming the globalized approach to language teaching that it is today. This chapter is my personal reflection on CLT as a global approach to language teaching.

Although CLT applies to the teaching of all languages, I will focus here almost exclusively on the teaching of English as an international language (hereafter TEIL). I do so for three reasons. First, English is the most globally taught language today, as David Crystal has argued (Crystal 2003; see also McKay and Bohorst-Heng 2008), and it is the one accorded privileged status in the national curricula of countries around the world (see for instance Kubota 2002 on Japan; McKay 2003 on Chile; Tupas 2008 on the Phillipines; Phillipson 2003 on European Union member states). In effect, English is the prime mediator of the economic, political,

Globalization And Language Teaching

Nikolas Coupland



Globalization And Language Teaching:

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 increasingly important

Cultural Globalization and Language Education B. Kumaravadivelu, Anonimo, 2008-01-01 We live 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

Globalization and Language Teaching David Block, 200?

The Globalisation of English and the English Language Classroom Claus Gnutzmann, Frauke Intemann, 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

Internationalizing 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 policies 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 The Common European Framework of Reference Michael Byram,Lynne Parmenter,2012-06-06 The Common European Framework of Reference for Languages was published a decade ago and has been influential ever since not only in its European home but throughout the world This book traces the processes of the influence by inviting authors from universities and ministries in 11 countries to describe and explain what happened in their case There are everyday factors of curriculum development which sometimes include coincidence and happenstance and there are also traditions of resistance or acceptance of external influences in policy making Such factors have always existed in bilateral borrowing from one country to another but the CEFR is a supra national document accessible through globalised communication The book is thus not only focused on matters of language education but is also a Comparative Education case study of policy borrowing under new conditions **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

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

Policies, Principles, Practices 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

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

English and Development Elizabeth J. Erling, Philip Seargeant, 2013-05-16 This book investigates the relationship between English and personal and national development as this is both discursively promoted particularly through language policy and practically realized in developing societies 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 on local language ecologies and on questions of cultural identity It investigates these issues by drawing together a series of original examinations and case studies by a range of leading scholars working in this burgeoning field The chapters focus on a variety of contexts from around the world and the volume as a whole surveys and critiques the positioning and influence of English as a catalyst for development in the 21st century

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

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 supranational 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 **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

The Routledge Companion to English Studies Constant Leung, Brian V Street, 2014-03-14 English is now a global phenomenon no longer defined by fixed territorial cultural and social functions The Routledge Companion to English Studies provides an authoritative overview of the subject area Taking into account the changing conceptualisations of English this Companion considers both historical trajectories and contemporary perspectives whilst also showcasing the state of the art contributions made by the established scholars of the field The Routledge Companion to English Studies provides a set of broad perspectives on English as a subject of study and research highlights the importance of the link between English and other languages within the concepts of multilingualism and polylingualism investigates the use of language in communication through the medium of digital technology covering key issues such as Digital Literacies Multimodal Literacies and Games and Broadcast Language explores the role of English in education taking account of social ethnographic and global perspectives on pedagogical issues This collection of thirty four newly commissioned articles provides a comprehensive and up to date picture of the dynamic and diverse field of English Studies and will be an invaluable text for advanced students and researchers in this area *Japanese as Foreign Language in the Age of Globalization* Heinrich, Patrick, Sugita, Yuko, 2008-09-09 In our globalizing world of today the significance status and demand of languages are experiencing changes which are unmatched in human history These changes also relate to the languages of Japan as well as to the way that they are being taught and studied In this book 14 authors from four continents present their research results on Japanese as

foreign language JFL in the age of globalization The participation of these authors reflects the fact that research into JFL has itself become global Since JFL in the age of globalization is a field too extensive to be comprehensively covered by a single book we restricted ourselves to three topics which we believe are central in discussing this issue New kinds of language learners and new teaching paradigms Native non native speaker interaction or contact situations in a more general sense New insights into cognitive processes in language learning

Language Education and the Challenges of Globalisation

Edith Esch, Martin Solly, 2014-06-02 This book by an international group of scholars focuses on a number of sociolinguistic issues some of them complex and controversial linked to language education in the age of globalisation It examines these in different contexts of immigration and super diversity in the light of new mobilities and new conceptualisations of changing social realities and language communities The various investigations presented in the volume are often united and interconnected in their approaches to these key areas of focus although each peer edited chapter brings its own relevance to the work as a whole and each reflects the complexities and practices of the particular contexts and speech communities examined The insights presented provide a useful way of looking at the current state of the art of language education across the different levels of schooling and also within the various contexts analysed Because of the increasing interest in language education as a result of both the growing number of migrant children in schools and the globalisation associated with the rapid spread of English the volume will be of interest to a wide international readership including scholars and students of sociolinguistics and language education

Whispering the Techniques of Language: An Mental Quest through **Globalization And Language Teaching**

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Table of Contents Globalization And Language Teaching

1. Understanding the eBook Globalization And Language Teaching
 - The Rise of Digital Reading Globalization And Language Teaching
 - Advantages of eBooks Over Traditional Books
2. Identifying Globalization And Language Teaching
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Globalization And Language Teaching
 - User-Friendly Interface
4. Exploring eBook Recommendations from Globalization And Language Teaching
 - Personalized Recommendations

- Globalization And Language Teaching User Reviews and Ratings
- Globalization And Language Teaching and Bestseller Lists
- 5. Accessing Globalization And Language Teaching Free and Paid eBooks
 - Globalization And Language Teaching Public Domain eBooks
 - Globalization And Language Teaching eBook Subscription Services
 - Globalization And Language Teaching Budget-Friendly Options
- 6. Navigating Globalization And Language Teaching eBook Formats
 - ePub, PDF, MOBI, and More
 - Globalization And Language Teaching Compatibility with Devices
 - Globalization And Language Teaching Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Globalization And Language Teaching
 - Highlighting and Note-Taking Globalization And Language Teaching
 - Interactive Elements Globalization And Language Teaching
- 8. Staying Engaged with Globalization And Language Teaching
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Globalization And Language Teaching
- 9. Balancing eBooks and Physical Books Globalization And Language Teaching
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Globalization And Language Teaching
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Globalization And Language Teaching
 - Setting Reading Goals Globalization And Language Teaching
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Globalization And Language Teaching
 - Fact-Checking eBook Content of Globalization And Language Teaching

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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