

English as an International Language (EIL) and its implications for EIL have been keenly debated throughout the last two decades. Many researchers have in some depth elaborated on the issues of identity and voice, linguistic imperialism, and the importance of non-native speakers and their use of English. However, most of these studies have overlooked other aspects of language including grammar, and the social functions of any particular language such as to project self-image and to develop local voice and culture. The present study is conducted in order to occupy the above stated niche. The book presents an explorative and contrastive study in order to examine the extent to which English teachers from different contexts accept EIL for their classroom practices with reference to pronunciation, grammar, and culture and the extent to which English teachers from the Expanding, Outer and Inner Circle countries differ in their attitudes towards EIL. To this end an online survey and 14 semi-structured interviews are conducted to investigate the attitudes of 448 English teachers from 71 different countries.



Hatice Altun Evcil

English as an International Language

International English Teachers' Perceptions

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English As An International Language International English Teachers Perceptions

Jessica J Manson



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English as an International Language Hatice Altun Evci, 2014-11-25 English as an International Language EIL and its implications for ELT have been keenly debated throughout the last two decades Many researchers have in some depth elaborated on the issues of identity and voice linguistic imperialism and the importance of non native speakers and their use of English However most of these studies have overlooked other aspects of language including grammar and the social functions of any particular language such as to project self image and to develop local voice and culture The present study is conducted in order to occupy the above stated niche The book presents an explorative and contrastive study in order to examine the extent to which English teachers from different contexts accept EIL for their classroom practices with reference to pronunciation grammar and culture and the extent to which English teachers from the Expanding Outer and Inner Circle countries differ in their attitudes towards EIL To this end an online survey and 14 semi structured interviews are conducted to investigate the attitudes of 448 English teachers from 71 different countries

English as an International Language Farzad Sharifian, 2009 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

The Place of English as an International Language in English Language Teaching Ngan Le Hai Phan, 2020-01-27 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

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

English as an International Language Education Ahmed Sahlane, Rosalind Pritchard, 2023-09-16 This volume provides an overview of current issues in English as an International Language EIL education and critical intercultural literacy pedagogy The different chapters are inspired by critical interculturality as a decolonial project that seeks to interrogate the structures conditions and mechanisms of colonial power relations that still pervade our increasingly globalising postcolonial societies they tend to perpetuate forms of discrimination such as sexism racism classism heterosexism and linguicism Divided into five sections this collection critically examines English Language Teaching textbooks integration of intercultural dimensions the promotion of intercultural literacy in teacher education programs the management of cultural diversity in multicultural professional business and educational situations and the decolonisation of the curriculum in various global educational and professional situations The book presents a range of linguistic approaches as a means of examining the nature of intercultural communication pertaining in EIL varied international contexts The chapters also reflect a wide diversity of perspectives from local contexts with global relevance and applicability This book is an indispensable reference for business leaders international relations stakeholders education and linguistics students educationists textbook designers teacher trainers and researchers of language and culture critical pedagogy multiculturalism studies TESOL and English as a lingua franca ELF

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 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

Teaching English as an International Language Le Ha Phan, 2008 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 as an International Language in a Secondary School Yuka Matsuura, 2016

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 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

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

Functional Variations in English Ram Ashish Giri, Anamika Sharma, James D'Angelo, 2020-09-14 This volume is a compilation of 21 distinguished chapters an Introduction and an Afterword with a thematic focus on the functional variations of English in non native contexts Highly acclaimed scholars in the field of applied linguistics bringing their expertise from the core areas of general linguistics sociolinguistics psycholinguistics cognitive linguistics educational linguistics and stylistics address the ways in which English language varies in different contexts The contributions carefully examine the variations the complexities and the concerns arising thereof and explore the resultant pedagogical implications The volume in this respect contributes to an informed process for policy decisions curriculum design material development

and most importantly classroom practices based on the ability feasibility and desirability of English for the users as a step towards nurturing globally minded globally competent and globally functioning individuals Taking the deliberations through and beyond Kachru's world Englishes model of three circles this book is an attempt to See what the users of English do or do not do with the language rather than where they come from Create a flexible mindset to enable acceptance and respect for linguistic variations in English usage Promote practical abilities for language and communication management Facilitate informed pedagogical practices based on global realities

English-Medium Instruction in Higher Education in the Middle East and North Africa Samantha Curle, Holi Ibrahim Holi Ali, Awad Alhassan, Sergio Saleem Scatolini, 2022-06-16 English Medium Instruction EMI is a rapidly growing global phenomenon in countries where English is a second or foreign language This book focuses on empirical research studies conducted on this growing trend in the Middle East and North Africa an under researched area with regards to the effects and challenges of the implementation of EMI in higher education The contributors are researchers with first hand experience in countries in the region including Iran Kuwait Morocco Oman Saudi Arabia Sudan and Turkey Each chapter follows a consistent structure allowing comparisons to be drawn between policies and practices in different countries Topics covered include investigating perceptions and attitudes of both students and lecturers opportunities and challenges afforded by EMI as well as the evolution of EMI practices By exploring these issues through the lens of a decolonial critical approach this volume informs theory underlying research into the phenomenon of EMI in the region

Handbook of Language Teacher Education Zia Tajeddin, Thomas S.C. Farrell, 2025-07-02 This handbook synthesizes accumulated research evidence about the main areas of language teacher education It systematically applies research synthesis to the field providing coherent systematic insights into various aspects of language teacher education Each chapter compares research conducted between 2010 2020 within a specialized area of teacher education The chapters discuss the theoretical and research underpinnings of each area describing the purposes methods and findings of the research including the impacts of teacher education on teacher professional development and teaching effectiveness The twenty six chapters in this handbook address three main areas of teacher education Teacher Variables Teacher Professional Development and Teacher Instructional Beliefs and Practices Section One on teacher variables includes ten chapters focused on teacher reflective practice identity cognition self efficacy beliefs emotion motivation demotivation and burnout agency autonomy and nativeness nonnativeness Second Two includes five chapters on teacher professional development namely good language teachers preservice teacher mentoring practicum in language teacher education online language teacher education and language teacher action research Section Three consists of eleven chapters on teacher instructional beliefs and practices which systematically review research on teacher beliefs and practices about English as an international language teacher intercultural knowledge and beliefs teacher curricular knowledge TPACK of in service teachers in language education CLIL language teacher education EMI language teacher education heritage language teacher education

translanguaging in language teacher education language teacher classroom discourse and interaction language assessment literacy for teachers and scaffolding and language teachers This handbook is an invaluable resource for teacher educators student preservice teachers inservice teachers graduate students of Teaching English to Speakers of Other Languages TESOL and Applied Linguistics and teacher education researchers

The Routledge Handbook of Educational Linguistics Martha Bigelow, Johanna Ennser-Kananen, 2014-08-13 The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language related issues in educational contexts Bringing together the expertise and voices of well established as well as emerging scholars from around the world the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics issues of instruction and assessment and teacher education as well as coverage of key topics such as advocacy critical pedagogy and ethics and politics of research in educational linguistics Each chapter relates to key issues raised in the respective topic providing additional historical background critical discussion reviews of pertinent research methods and an assessment of what the future might hold This volume embraces multiple dynamic perspectives and a range of voices in order to move forward in new and productive directions making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education particularly in multilingual and multicultural settings

China English in World Englishes Deyuan He, 2020-09-12 This book fills the gap in World Englishes studies in terms of the pedagogic implication of China English and its use in the Chinese workplace Using three triangulated methods namely questionnaire survey matched guise technique and focused interview the book adopts an innovative research methodology that combines quantitative and qualitative data from 3 493 participants Overall the participants still believe that the standardized Englishes are desirable models of English in China and that China English should be well codified and promoted before being adopted as the pedagogic model In addition the book proposes that the curriculum design of university English should include an introduction to the well defined characteristics of China English and world Englishes Last but not least the book reveals that English is being used more widely and frequently in the professional world than before and has become increasingly important in China

Native and Non-Native Teachers in English Language Classrooms Juan de Dios Martinez Agudo, 2017-05-08 Despite being highly debated in applied linguistics and L2 teaching literature the controversial issue of non nativeness still remains unresolved Contemporary critical research has questioned the theoretical foundations of the nativeness paradigm which still exerts a strong influence in the language teaching profession Written by well known researchers and teacher educators from all over the world both NSs and NNSs the selected contributions of this volume cover a great variety of aspects related to the professional role and status of both NS and NNS teachers in terms of both perceived differences and professional concerns and challenges The strongest aspects of this volume are the global perspectives and the implications for future research and teacher education It is

precisely this international perspective which makes this volume illustrative of different realities with a similar objective in mind the improvement of second language teaching and teacher education In today s world being a NS or NNS should not really matter but rather teachers professional competences This publication thus provides a forum of reflection and discussion for all L2 educators who need to be aware of how much they might offer to their future students English as a Foreign Language in a New-Found Post-Pandemic World El-Henawy, Walaa M.,del Mar Suárez, Maria,2022-06-24 The COVID 19 pandemic has catalyzed a new era in English as a Foreign Language EFL learning and teaching by shifting EFL education from the face to face learning paradigm to the online and distance learning paradigm Teachers and students have faced several challenges such as choosing appropriate web tools for presenting content either synchronously or asynchronously motivating students to participate and assessing students learning Additionally this shift to emergency remote online learning represents a challenge for students particularly with managing their own learning Taking into account that many students attend low income schools with limited resources that lack reliable access to the internet and computers this shift has resulted in growing equity gaps Likewise transitioning to emergency remote teaching has revealed a lack of digital competency and readiness amongst teachers English as a Foreign Language in a New Found Post Pandemic World presents an overview of various tools designs and strategies utilized to provide digital teaching and assessment of the English language shares research on using digital technologies for supporting English language learning and identifies promising areas and directions for future innovations applications and research in digital English language learning and teaching Covering critical topics such as digital teacher education language learning environments and online instructional tools this reference work is crucial for administrators policymakers teacher educators special educators educational technologists researchers scholars academicians practitioners instructors and students Current Perspectives on Pedagogy for English as a Lingua Franca Yasemin Bayyurt,Sumru Akcan,2015-03-10 The aim of this edited volume is to examine how current theories and principles underlying English as a Lingua Franca studies contribute to research on present pedagogical practices in ELF contexts The book provides useful insights into pedagogical practices in different ELF settings and knowledge on the pedagogy policy relationship in terms of ELF *Teaching English in a European and Global Perspective* Marko Modiano,2020-09-10 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 Higher Education Internationalization and English Language Instruction Xiangying Huo, 2020-11-07 This book offers new understanding of the implications of pluralism and of transnational movements to higher education and the construct of a native speaker within contemporary globalization processes Theoretically it calls for a revisioned English as an International Language EIL pedagogy and a wider acceptance of EIL and of World Englishes It challenges the postsecondary education sector to change the discourse around language proficiency to one that engages the pluralism of English As for the applied significance the book contributes to the work on neo racism which means racism goes beyond color to stereotypic foreign cultures nationalities and exotic accents based on cultural distinctions instead of merely skin differences The book contributes to higher education policy and practice pushing a revisioning of ESL in conceptual and pedagogical ways such as designing more culturally oriented curriculum implementing culturally responsive pedagogy and valuing the teaching proficiency more than the language proficiency

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