

Language As Commodity

Trading Languages, Global Structures,
Local Marketplaces

Edited by
Rani Rubdy and Peter Tan



Language As Commodity Global Structures Local Marketplaces

**Rani Rubdy, Ruanni Tupas, Mario
Saraceni**



Language As Commodity Global Structures Local Marketplaces:

Language As Commodity Rani Rubdy, Peter Tan, 2008-11-21 A comprehensive volume which engages with language policies and positions to highlight the issues surrounding language commodification and globalization Capital, Commodity, and English Language Teaching William Simpson, 2022-07-28 Capital Commodity and English Language Teaching illustrates how the drive for profit in commercial ELT affects the manner in which language is taught The book looks at education as a form of production and asks how lessons are produced and how the production of profit in addition to the production of the lesson affects the operation of educational institutions and their stakeholders Simpson delivers a theoretically rigorous conception of capital and builds from this an investigation into how the circulation of capital for profit interrelates with the teaching of language Simpson discusses ELT at both a global level in discussion of the ELT industry in the UK the US Ireland Canada Japan Spain and transnationally online as well as at a more local level where finer detailed descriptions of the work lives of those within the Japanese eikaiwa ELT industry are given Drawing on a synthesis of Marxist and Bourdieusian theory the book outlines a dialectical approach to understanding capital and to understanding how the drive for profit and language education interrelate with one another Simpson concludes by showing how such an approach might open up areas for further research in a number of contexts across the globe as well as in light of the Covid 19 pandemic Providing a model for addressing global issues of ELT this book is of interest to advanced students scholars and professionals within applied linguistics TESOL sociolinguistics and linguistic anthropology language economics and related areas

Education and the Discourse of Global Neoliberalism John Gray, John P. O'Regan, Catherine Wallace, 2021-05-22 This book investigates neoliberalism in education and explains how it is a complex phenomenon which takes on local characteristics in diverse geopolitical economic and cultural settings while retaining a core commitment in all its manifestations to market fundamentalism Neoliberalism that set of beliefs and practices which has become the economic orthodoxy of global preference since the 1980s appears remarkably resilient despite the US financial crisis of 2008 and the subsequent implementation of austerity in the massively indebted nations of the European Union This book addresses the phenomenon of neoliberalism in education and focuses on school and higher education settings in Ireland the UK Singapore and Hong Kong Specifically it addresses the role of language and semiosis in the reconfiguration of global educational practices along increasingly marketised lines At the same time the nature of the counter hegemonic discourses also in circulation in these sectors is also considered Collectively the chapters in the book seek to shed light on the possibilities for resistance and the prospect of change from a variety of theoretical and inter cultural perspective The chapters in this book were originally published in a special issue of the journal Language and Intercultural Communication

Race and Ethnicity in English Language Teaching Christopher Joseph Jenks, 2017-08-14 This book examines racism and racialized discourses in the ELT profession in South Korea The book is informed by a number of different critical approaches to race

and discourse and the discussions contained in the chapters offer one way of exploring how the ELT profession can be understood from such perspectives. Observations made are based on the understanding that racism should not be viewed as individual acts of discrimination but rather as a system of social structures. While the book is principally concerned with language teaching and learning in South Korea, the findings are situated in a wider discussion of race and ethnicity in the global ELT profession. The book makes the following argument: White normativity is an ideological commitment and a form of racialized discourse that comes from the social actions of those involved in the ELT profession; this normative model or ideal standard constructs a system of racial discrimination that is founded on White privilege, saviorism, and neoliberalism. Drawing on a wide range of data sources, this book is a must read for anyone interested in critically examining ELT. **The**

Routledge Handbook of Migration and Language Suresh Canagarajah, 2017-02-03 Winner of AAAL Book Award 2020 Shortlisted for the BAAL Book Prize 2018. The Routledge Handbook of Migration and Language is the first comprehensive survey of this area, exploring language and human mobility in today's globalised world. This key reference brings together a range of interdisciplinary and multidisciplinary perspectives drawing on subjects such as migration studies, geography, philosophy, sociology, and anthropology. Featuring over 30 chapters written by leading experts from around the world, this book examines how basic constructs such as community, place, language, diversity, identity, nation, state, and social stratification are being retheorized in the context of human mobility. Analyses the impact of the mobility turn on language use, including the parallel multilingual turn and translanguaging. Discusses the migration of skilled and unskilled workers, different forms of displacement, and new superdiverse and diaspora communities. Explores new research orientations and methodologies such as mobile and participatory research, multi-sited ethnography, and the mixing of research methods. Investigates the place of language in citizenship, educational policies, employment, and social services. The Routledge Handbook of Migration and Language is essential reading for those with an interest in migration studies, language policy, sociolinguistic research, and development studies. *African Languages and Literatures in the 21st Century* Esther Mukewa

Lisanza, Leonard Muaka, 2019-08-02. This edited book examines the crucial role still played by African languages in pedagogy and literatures in the 21st century, generating insights into how they effectively serve cultural needs across the African continent and beyond. Boldly positioning African languages as key resources in the 21st century, chapters focus on themes such as language revolt by marginalized groups at grassroots level, the experience of American students learning African languages, female empowerment through the use of African languages in music, film, and literary works, and immigration issues. The contributions are written by scholars of language, literature, education, and linguistics, and the book will be of interest to students and scholars in these and related areas. *Conflict, Exclusion and Dissent in the Linguistic Landscape* Rani Rubdy, Selim Ben Said, 2016-04-29. This book explores the dynamics of the linguistic landscape as a site of conflict, exclusion, and dissent. It focuses on socio-historical, economic, political, and ideological issues such as reflected in mass protest

demonstrations to forge links between landscape identity social justice and power Language, Capitalism, Colonialism Monica Heller, Bonnie McElhinny, 2017-10-25 Providing an original approach to the study of language by linking it to the political and economic contexts of colonialism and capitalism Heller and McElhinny reinterpret sociolinguistics for a twenty first century audience They map out a critical history of how language serves as a terrain for producing and reproducing social inequalities The book organized chronologically and beginning in the period of colonial expansion in the sixteenth century covers the development of the modern nation state and then the fascist communist and universalist responses to the inequities such nations created It then moves through the two World Wars and the Cold War that followed as well as the shift to liberal democracy the welfare state and decolonization in the 1960s ending with the contemporary period characterized by a globalized economy and neoliberal politics since the 1980s Throughout the authors ask how ideas about language get shaped and by whom unevenly across sites and periods offering new perspectives on how to think about language that will both excite and incite further research for years to come **Unequal Englishes** R. Tupas, 2015-05-26 This book proposes examines and unpacks the notion of unequal Englishes as a way to understand English today Unlike many studies on the pluralization of English the volume assumes that inequalities and Englishes are inextricably linked and must be understood and theorized together *Migrant Communication Enterprises* Maria Sabaté i Dalmau, 2014-08-04 This unique critical sociolinguistic ethnography explores alternative migrant regulated institutions of resistance and subversive communication technology the locutorios or ethnic call shops These migrant owned businesses act as a window into their multimodal and hybrid linguistic and communicative practices and into their own linguistic hierarchies and non mainstream sociolinguistic orders Here socially displaced but technologically empowered transnational migrant populations actively find subversive ways to access information and communication technologies As such they mobilise their own resources to successfully inhabit Catalonia at the margins of powerful institutions The book also focuses on the internal social organisation dynamics as well as on the simultaneous fight against and re production of practices and processes of social difference and social inequality among migrants themselves Language Planning for Medium of Instruction in Asia M. Obaidul Hamid, Hoa T.M. Nguyen, Richard B. Baldauf, 2015-10-16 This volume investigates the policy and practice of medium of instruction at different levels of education in Asian polities including Bangladesh Hong Kong India Indonesia Japan Malaysia the Maldives Nepal Timor Leste and Vietnam The chapters provide an informed understanding of the context process actors goals and outcomes of medium of instruction policies from a language policy and planning perspective The volume has an emphasis on the exploration of medium of instruction in action which brings into focus the perspectives of micro policy enactors including teachers students and parents in the local context generating crucial empirical insights This critical analysis of the goals outcomes and experiences of this trend in global language in education will be of interest to language and education students researchers practicing teachers executives in academia and language studies and to education policymaking authorities in

Asia and other parts of the world The volume updates existing research on medium of instruction and takes the field forward in a fast changing world as English medium instruction policies are globalised This book was originally published as a special issue of Current Issues in Language Planning Theorizing and Analyzing Language Teacher Agency Hayriye

Kayi-Aydar,Xuesong (Andy) Gao,Elizabeth R. Miller,Manka Varghese,Gergana Vitanova,2019-06-05 This volume examines the agency of second foreign language teachers in diverse geographical contexts and in both K 12 and adult education It offers new understandings and conceptualizations of second foreign language teacher agency through a variety of types of empirical data It also demonstrates the use of different methodologies or analytic tools to study the multidimensional dynamic and complex nature of second foreign language teacher agency The chapters draw on a range of theories and approaches to language teacher agency including ecological theory positioning theory complexity theory and actor network theory that expand our understanding of the concept while at the same time presenting various analytic approaches such as discourse studies and narrative inquiry The chapters also analyze the connection of agency to other relevant topics such as teacher identity emotions positioning and autonomy Language, Education, and Identity Chaise LaDousa,Christina P.

Davis,2021-07-08 This book examines medium of instruction in education and studies its social economic and political significance in the lives of people living in South Asia It provides insight into the meaning of medium and what makes it so important to identity aspiration and inequality It questions the ideologized associations between education and social and spatial mobility and discusses the gender and class based marginalization that comes with vernacular medium education The volume also considers how policy measures such as the Right to Education RTE Act in India have failed to address the inequalities brought by medium in schools and investigates questions on language access inclusion and rights Drawing on extensive fieldwork and in depth interviews the book will be indispensable for students and scholars of anthropology education studies sociolinguistics sociology and South Asian studies It will also appeal to those interested in language and education in South Asia especially the role of language in the reproduction of inequality **Bloomsbury World Englishes**

Volume 2: Ideologies Rani Rubdy,Ruanni Tupas,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 2 Ideologies explores the politics and economics of English and the impact of language on local societies and cultures In doing so chapters discuss how English is often entangled in societal issues such as inequality de colonization racism oppression and liberation

Multilingualism and the Periphery Sari Pietikainen,Helen Kelly-Holmes,2013-03-07 This edited volume explores the

ways in which core periphery dynamics shape multilingualism *Reconceptualizing English Education in a Multilingual Society* Isabel Pefianco Martin, 2018-03-01 This book brings together chapters that describe, investigate and analyze the place of English in education in multilingual Philippines. Unlike most studies on languages in education which take a neutral de-contextualized stance, this volume takes a pluricentric view of the English language by positioning it in relation to its varieties as well as to other languages in the country. Because of the changing realities of English in the Philippines, traditional assumptions about the language as monolithic and unchanging as well as about how it should be taught and learned need to be revisited and re-conceptualized *Language Policy and Economics: The Language Question in Africa* Nkonko M.

Kamwangamalu, 2016-04-23 This book addresses the perennial question of how to promote Africa's indigenous languages as medium of instruction in educational systems. Breaking with the traditional approach to the continent's language question by focusing on the often overlooked issue of the link between African languages and economic development, *Language Policy and Economics* argues that African languages are an integral part of a nation's socio-political and economic development. Therefore, the book argues that any language policy designed to promote these languages in such higher domains as the educational system in particular must have economic advantages if the intent is to succeed and proposes Prestige Planning as the way to address this issue. The proposition is a welcome break away from language policies which pay lip service to the empowerment of African languages while by default strengthening the stranglehold of imported European languages.

ELT, Gender and International Development Roslyn Appleby, 2010 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 21st century in a way that will challenge your views of English and its power to improve the lives of people in the developing world. This book's focus on gender relations in development contexts, its superb deconstruction of aid agencies in situ, the gendered space of ELT classrooms and the voices of ELT teachers working in development contexts is unique. This book should be read not only by sociolinguists, sociologists, critical theorists and theorists of development working in the academy but also NGOs and aid agencies working in post-trauma societies. There is much to be learned here. Naz Rassool, The University of Reading, UK **Critical ELT Practices in Asia** Kiwan Sung, Rod Pederson, 2012-09-13 This is the first and long-awaited work on critical approaches to teaching English for the purposes of democracy and social justice that challenges the current views of ELT such as English being merely a tool for communication or the acquisition of basic skills or high test scores for advancement in education and the marketplace. A timely work and a

fresh look at critical approaches to ELT in Asia An invaluable work that simultaneously problematizes current ELT practices while introducing new possibilities for critical practices in localized contexts in Asia An important work that shines a light on how the forces of globalization not only dictate the spread of English as an international language but how these forces also dictate what is taught and how An informative view on how ELT practices are being re envisioned by critical educators in Asia This groundbreaking volume compiling critical perspectives of English language teaching in China Hong Kong Indonesia Korea and Sri Lanka confronts colonial legacies observed in educational practices and policies that perpetuate a divide between the privileged and the underprivileged The critical reflections scrutinize the nature of English as a commodified gatekeeper and simultaneously provide alternative visions for language education Ryuko Kubota Professor The university of British Columbia

China and English Joseph Lo Bianco, Jane Orton, Gao Yihong, 2009-11-26 It has been said there are more Chinese learning English than there are Americans We all have a sense that the first decades of the third millennium including the effects of the global financial recession signal dramatic changes to the shape of the world to come China's emergence as a superpower is one of the few certainties in this rapidly changing world What is less well realised is the critical role which China's decisions about English will play in the world's communication profile This unique volume explores this question looking at the debates on identity cultural values and communication practices Taking a wide ranging view and uniquely blending both Chinese and Western perspectives the volume explores the critically important cultural consequences of mass English learning in today's world

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Table of Contents Language As Commodity Global Structures Local Marketplaces

1. Understanding the eBook Language As Commodity Global Structures Local Marketplaces
 - The Rise of Digital Reading Language As Commodity Global Structures Local Marketplaces
 - Advantages of eBooks Over Traditional Books
2. Identifying Language As Commodity Global Structures Local Marketplaces
 - 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 Language As Commodity Global Structures Local Marketplaces
 - User-Friendly Interface
4. Exploring eBook Recommendations from Language As Commodity Global Structures Local Marketplaces
 - Personalized Recommendations
 - Language As Commodity Global Structures Local Marketplaces User Reviews and Ratings
 - Language As Commodity Global Structures Local Marketplaces and Bestseller Lists
5. Accessing Language As Commodity Global Structures Local Marketplaces Free and Paid eBooks
 - Language As Commodity Global Structures Local Marketplaces Public Domain eBooks
 - Language As Commodity Global Structures Local Marketplaces eBook Subscription Services
 - Language As Commodity Global Structures Local Marketplaces Budget-Friendly Options

6. Navigating Language As Commodity Global Structures Local Marketplaces eBook Formats
 - ePub, PDF, MOBI, and More
 - Language As Commodity Global Structures Local Marketplaces Compatibility with Devices
 - Language As Commodity Global Structures Local Marketplaces Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Language As Commodity Global Structures Local Marketplaces
 - Highlighting and Note-Taking Language As Commodity Global Structures Local Marketplaces
 - Interactive Elements Language As Commodity Global Structures Local Marketplaces
8. Staying Engaged with Language As Commodity Global Structures Local Marketplaces
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Language As Commodity Global Structures Local Marketplaces
9. Balancing eBooks and Physical Books Language As Commodity Global Structures Local Marketplaces
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Language As Commodity Global Structures Local Marketplaces
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Language As Commodity Global Structures Local Marketplaces
 - Setting Reading Goals Language As Commodity Global Structures Local Marketplaces
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Language As Commodity Global Structures Local Marketplaces
 - Fact-Checking eBook Content of Language As Commodity Global Structures Local Marketplaces
 - 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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