

The Native Speaker Myth And Reality 2nd Edition Bilingual Education And Bilingualism

This volume presents 16 original studies of variation in languages representing the three main European language families, as well as in varieties of Greek and Hungarian. The studies concern variation in or across dialects or dialect groups, in standard varieties or in emerging regional varieties of the standard. Several studies investigate a specific linguistic element or structure, while others focus on areas of tension between variation and prescriptive standard norms, on regional standard varieties and regiolects, on problems of linguistic classification (from folk linguistic or dialect geographical perspectives) and the classification of speakers. Language acquisition plays a main role in three studies. The studies in this volume represent a range of methods, including ethnographic and 'interpretative' approaches, conversation analysis, analyses of the internal and geographical distribution of dialect features, the classification and quantitative analyses of socio-demographic speaker background data, quantitative analyses of both diachronic and synchronic language data, phonetic measurements, as well as (quasi-)experimental perception studies. The volume thus offers a microcosmic reflection of the macrocosmos of world-wide research on variability in (originally) European languages at the beginning of the 21th century and the linguistic expression of cultural diversity. David Crystal's classic English as a Global Language considers the history, present status and future of the English language, focusing on its role as the leading international language. English has been deemed the most 'successful' language ever, with 1500 million speakers internationally, presenting a difficult task to those who wish to investigate it in its entirety. However, Crystal explores the subject in a measured but engaging way, always backing up observations with facts and figures. Written in a detailed and fascinating manner, this is a book written by an expert both for specialists in the subject and for general readers interested in the English language.

As non-natives are increasingly found teaching languages, particularly English, both in ESL and EFL contexts, the identification of their specific contributions and their main strengths has become more relevant than ever. This volume provides different approaches to the study of non-native teachers: NNS teachers as seen by students, teachers, graduate supervisors, and by themselves. It contributes seldom-explored perspectives, like classroom discourse analysis, and social-psychological framework to discuss conceptions of NNS teachers.

When I first began my blog, "Profesorbaker's Blog: A Bit of Everything" www.profesorbaker.com I ran across a powerful piece of writing by Karenne Joy Sylvester, called "NNEST's Can't Do DOGME: Explode the Myths. It raised my level of consciousness about this issue, the Native Speaker Myth, from which I have been a beneficiary. Even today, this issue rarely sees daylight, rarely is the subject of discussion when ELT teachers meet and talk shop, rarely gets any attention.It's the "black sheep" of the ELT profession. In my subsequent writings and discussions in a variety of professional forums, it became clear that opinions are varied. Believe it or not, it has negative consequences for both native and non-native English-speaking teachers. Within the pages of this book, that fact will be amply evident.Does this book offer any new insights? I believe it does. And even if I'm wrong, I repay my enduring debt to Karenne Joy Sylvester for having raised my consciousness, if all this book does, is raise your consciousness, dear Reader(s).However, I am convinced it will do much more than that. I hope you enjoy your story, for I have written this as a story for your enjoyment...

Perspectives on Nonnative English-speaking Professionals

Knowledge, Power and New Subjectivities

Ethnographic Investigations of Native Speaker Effects

The Invention of the Native Speaker

Native Speakers and Native Users

The Handbook of Applied Linguistics

Perceptions and Practices

The "native speaker" is often thought of as an ideal language user with "a complete and possibly innate competence in the language" which is perceived as being bounded and fixed to a homogeneous speech community and linked to a nation-state. Despite recent works that challenge its empirical accuracy and theoretical utility, the notion of the "native speaker" is still prevalent today. The Native Speaker Concept shifts the analytical focus from the second language acquisition processes and teaching practices to daily interactions situated in wider sociocultural and political contexts marked by increased global movements of people and multilingual situations. Using an ethnographic approach, the volume critically elucidates the political nature of (not) claiming the "native speaker" status in daily life and the ways the ideology of "native speaker" intersects and articulates, supports, subverts, or complicates various relations of dominance and regimes of standardization. The book offers cases from diverse settings, including classrooms in Japan, a coffee shop in Barcelona, secondary schools in South Africa, a backyard in Rapa Nui (Easter Island), restaurant kitchens, a high school administrator's office, a college classroom in the United States, and the Internet. It also offers a genealogy of the notion of the "native speaker" from the time of the Roman Empire. Employing linguistic, anthropological and educational theories, the volume speaks not only to the analyses of language use and language policy, planning, and teaching, but also to the investigation of wider effects of language ideology on relations of dominance, and institutional and discursive practices.

Non-native language teachers have often been viewed as an unavoidable fate of the profession, rather than an asset worth exploring and investigating. Now that non-natives are increasingly found teaching languages, and particularly English, both in ESL and EFL contexts, the identification of their specific contributions and their main strengths has become more relevant than ever. As a result, there has recently been a surge of interest in the role of non-native teachers but little empirical research has been published so far. This volume is particularly rich in providing different approaches to the study of non-native teachers: NNS teachers as seen by students, teachers, graduate supervisors, and by themselves. It also contributes little explored perspectives, like classroom discourse analysis, or a social-psychological framework to discuss conceptions of NNS teachers.

Previous studies on nonnative English speaker teachers (NNESTs) (Reyes & Medgyes, 1994; Samimy & Brutt-Griffler, 1999; Lurda, 2008; Rajagopalan, 2005) and publications in World Englishes (WEs), English as a Lingua Franca (ELF) and English as an international language (EIL), have analyzed and documented how prevailing ideologies rooted in "the myth of the native speaker" (Pennycook, 1994; Canagarajah, 1999; Kramsch, 2000), "the native speaker fallacy" (Phillipson, 1992) and associated ideologies generate discrimination and affect students and teachers' sense of self-worth. By making use of telecollaboration to determine how L1 Spanish speaking Colombian EFL pre-service teachers' interactions with U.S. heritage Spanish speakers (HSSs) influence the Colombian future teachers' self-perceptions as (non) native speakers and future teachers, this study responds to scholars' concerns to diversify the scope of explorations on NNESTs (Samimy & Kurihara, 2008; Lurda, 2008). Examining the ideological side of the native vs. non-native speaker dichotomy in telecollaboration, this research seeks to reverse the tendency to study interactants' exchanges mainly as a language feedback process through which "native speakers" support those who are not native speakers. Under an overarching qualitative phenomenological case study research design, the first article's pre-assessment of participants' self-perceptions of (non) nativeness found that the myth of the native speaker, the native speaker fallacy and associated ideologies permeated participants' self-images as language speakers and prospective teachers. Nevertheless, their ongoing education and the perceived benefits of becoming skillful language users contrasted with the harmful effects of these ideologies. Based on findings in the first article, the second study determined that in adopting meaning making abilities as their center of interest in telecollaboration, most participants focused less on the achievement of idealized native speaker abilities. Their interaction with U.S. peers generated confidence in their use of English, self-criticism of their skills in Spanish and a tendency to embrace the idea that they could succeed as English teachers. The intercultural and sociocultural nature of telecollaboration as a potential resource to leverage Colombian prospective teachers' self-perceptions constitutes the core of the last manuscript. Cooperative relationships with U.S. peers provided participants affective and knowledge-based resources to build more favorable views of themselves, attitudes to confront the detrimental effects of nativespeakership ideologies, and informed judgments to dismantle them. The pedagogical implications section discusses the need to revise the current EFL perspective providing the framework for English language teaching and learning in Colombia, avenues for strengthening students' ideological literacy through telecollaborative tasks and the potential integration of telecollaboration in the language teacher education curriculum as a means to increase participants' linguistic, intercultural and pedagogical abilities, and to cultivate more favorable self-images.

The Native SpeakerMyth and RealityMultilingual Matters

Integrational Linguistic Approaches

Ontologies of English

Its Resilience and Undoing

Intergroup Dynamics in Foreign Language Education

The Non-native Teacher

Self-Perceived (Non) Nativeness And Colombian Prospective English Teachers In Telecollaboration

Language Variation--European Perspectives

One of the leading principles present in translation theory is that translators should only translate into their native language, however, in practice, there are a number of countries that are simply unable to ensure enough translators who are native speakers of the target language to meet demands, which is the also the case in Slovenia. The translators in Slovenia are not only qualified to translate into both directions of their language pair, but are also required to do so due to economic reasons that are present in the translation market. In the thesis I initially present the problems raised just by the expression native speaker and how this term is unjustifiably used as a synonymy other translator qualifications are more valuable. I then argue that translation into a non-native language is a legitimate translation activity that deserves its rightful place in the translation world. By facing the reality of the situation in translation practice and not just simply follow theory blindly, it is possible to take steps in the right direction to improve native translation quality and a better position for translators. I also offer some suggestions on how to start tackling this issue and make improvements.

This book explores the responses of Chinese English teachers (CETs) and learners to the Native English-Speaking Teacher/Non-Native English-Speaking Teacher (NEST/NNEST) issue by examining the self-perceptions of Chinese English teachers, the perceptions of Chinese learners, and the real practices of the two groups of teachers in the classroom. The students' and teachers' perceptions are influenced by the combined forces of Chinese traditional culture and globalization, how Chinese English teachers' classroom practices reflect their perceptions, and how Chinese English teachers struggle to (re)construct their professional identity as English teachers in the dominant ideology and discourse. The findings also shed light on the impacts of globalization on Chinese English teachers' professional identity and provide ways to empower them as English language teaching professionals. This book will appeal to a broad readership, including foreign-language teachers – especially NNESTs – around the world, graduate students majoring in applied linguistics, and researchers in the field of globalization.

'Native speakers' and 'native users' are playing the same game, sharing, as they do, the model of the Standard Language.

The debut novel from critically-acclaimed and New York Times–bestselling author of On Such a Full Sea and My Year Abroad. In Native Speaker, author Chang-rae Lee introduces readers to Henry Park. Park has spent his entire life trying to become a true American—a native speaker. But even as the essence of his adopted country continues to drift further and further away, Park’s harsh Korean upbringing has taught him to hide his emotions, to remember everything he learns, and most of all to feel an overwhelming sense of alienation. In other words, it has shaped him as a natural spy. But the very attributes that help him to excel in his profession put a strain on his marriage and his coming to terms with his young son’s death. When he is assigned to spy on a rising Korean-American politician, his very identity is tested, and he must figure out who he is amid not only the conflicts within himself but also within the ethnic and political tensions of the New York City streets. Native Speaker is a story of cultural alienation, of a man’s desire to connect with the world rather than stand apart from it, about loyalty and betrayal, about the alien in all of us and who we finally are.

Loss and Gain

(En)Countering Native-speakerism

Fostering Linguistic Resources in Home and School Contexts

Conceptualising the Language for Learning, Teaching, and Assessment

Non-native Educators in English Language Teaching

The Culturally Articulated Unconscious

Mother Tongues and Nations

This monograph examines the ideological legacy of the the apparently innocent kinship metaphors of “mother tongue” and “native speaker” by historicizing their linguistic development. It shows how the early nation states constructed the ideology of ethnolinguistic nationalism, a composite of national language, identity, geography, and race. This ideology invented myths of congenial communities that configured the national language in a symbiotic matrix between body and physical environment and as the ethnic and corporeal ownership of national identity and local organic nature. These ethno-nationalist gestures informed the philology of the early modern era and generated arboreal and genealogical models of language, culminating most divisively in the race conscious discourse of the Indo-European hypothesis of the 19th century. The philosophical theories of organicism also contributed to these ideologies. The fundamentally nationalist conflation of race and language was and is the catalyst for subsequent permutations of ethnolinguistic discrimination, which continue today. Scholarship should scrutinize the tendency to overextend biological metaphors in the study of language, as these can encourage, however surreptitiously, genetic and racial impressions of language.

Is it in our nature to be altruistic, or evil, to make art, use tools, or create language? Is it in our nature to think in any particular way? For Daniel L. Everett, the answer is a resounding no: it isn't in our nature to do any of these things because human nature does not exist—at least not as we usually think of it. Flying in the face of major trends in Evolutionary Psychology and related fields, he offers a provocative and compelling argument in this book that the only thing humans are hardwired for is freedom: freedom from evolutionary instinct and freedom to adapt to a variety of environmental and cultural contexts. Everett sketches a blank-slate picture of human cognition that focuses not on what is in the mind but, rather, what the mind is in—namely, culture. He draws on years of field research among the Amazonian people of the Pirahã in order to carefully scrutinize various theories of cognitive instinct, including Noam Chomsky’s foundational concept of universal grammar, Freud’s notions of unconscious forces, Adolf Bastian’s psychic unity of mankind, and works on massive modularity by evolutionary psychologists such as Leda Cosmides, John Tooby, Jerry Fodor, and Steven Pinker. Illuminating unique characteristics of the Pirahã language, he demonstrates just how differently various cultures can make us think and how vital culture is to our cognitive flexibility. Outlining the ways culture and individual psychology operate symbiotically, he posits a Buddhist-like conception of the cultural self as a set of experiences united by various apperceptions, episodic memories, ranked values, knowledge structures, and social roles—and not, in any shape or form, biological instinct. The result is fascinating portrait of the “dark matter of the mind,” one that shows that our greatest evolutionary adaptation is adaptability itself.

The NNEST Lens invites you to imagine how the field of TESOL and applied linguistics can develop if we use the multilingual, multicultural, and multinational perspectives of a NNEST (Non Native English Speakers in TESOL) lens to re-examine our assumptions, practices, and theories in the field. The NNEST lens as described in and developed through this volume is a lens of multilingualism, multinationalism, and multiculturalism through which NNESTs and NESTs—as classroom practitioners, researchers, and teacher educators—take diversity as a starting point in their understanding and practice of their profession. The 16 original contributions to this volume include chapters that question theoretical frameworks and research approaches used in studies in applied linguistics and TESOL, as well as chapters that share strategies and approaches to classroom teaching, teacher education, and education management and policy. As such, this volume will be of interest to a wide range of students, practitioners, researchers, and academics in the fields of education and linguistics.

The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up-to-date picture of the field of Applied Linguistics. Provides a comprehensive and current picture of the field of Applied Linguistics. Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems. Valuable resource for students and researchers in applied linguistics, language teaching, and second language acquisition. Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use.

Global Perspectives

A tribute to Daniel Gile

(Non-)native Translation

A Chapter in Nineteenth-Century Linguistic Thought

Efforts and Models in Interpreting and Translation Research

Family Language Learning

The majority teachers of English to speakers of other languages around the world are nonnative speakers of English themselves. Learning and Teaching from Experience presents a wide range of views on NNES (nonnative English speaking) professionals in ESL and EFL settings at various academic levels-including K-12, adult education, community college, and university. This informative volume is divided into the sections focusing on theoretical underpinnings, research, teacher preparation, and classroom application specific to issues facing NNES professionals. Learning and Teaching from Experience is also one of the first volumes to present work by the founding members of the caucus for nonnative English-speakers in the national TESOL professional association, who are rightly considered to be experts in the field. This book will surely interest NNES teachers and researchers, as well as teacher educators and their trainees in the United States and abroad.

Introducing Global Englishes provides comprehensive coverage of relevant research in the fields of World Englishes, English as a Lingua Franca, and English as an International Language. The book introduces students to the current sociolinguistic uses of the English language, using a range of engaging and accessible examples from newspapers (Observer, Independent, Wall Street Journal), advertisements, and television shows. The book: Explains key concepts connected to the historical and contemporary spread of English. Explores the social, economic, educational, and political implications of English’s rise as a world language. Includes comprehensive classroom-based activities, case studies, research tasks, assessment prompts, and extensive online resources. Introducing Global Englishes is essential reading for students coming to this subject for the first time.

Heritage language education is a relatively new field developed as "heritage" has become an important trope of belonging, legitimacy and commodification. Many recent studies treat the "heritage language learner" as an objective category. However, it is a social construct, whose meaning is contested by researchers, school administrators and the students themselves. Based on ethnographic fieldwork in 2007-2011 at a weekend Japanese language school in the United States, this monograph investigates the construction of the heritage language learner at the intersections of the knowledge-power complex, ideologies of language and national belonging, and politics of schooling. It examines the ways individuals become, resist and negotiate their new subjectivity as heritage language learners through becoming objects of study, being caught in nationalist aspirations and school politics regarding what to teach to whom, and negotiating with peers with various linguistic proficiency and family backgrounds. The volume proposes a new approach to view the notion of heritage language learner as a site of negotiation regarding the legitimate knowledge of language and ways of belonging, while offering practical suggestions for schools.

What is the future of languages in an increasingly globalized world? Are we moving toward the use of a single language for global communication, or are there ways of managing language diversity at the international level? Can we, or should we, maintain a balance between the global need to communicate and the maintenance of local and regional identities and cultures? What is the role of education, of language rights, of language equality in this volatile global linguistic mix? A group of leading scholars in sociolinguistics and language policy examines trends in language use across the world to find answers to these questions and to make predictions about likely outcomes. Highlighted in the discussion are, among other issues, the rapidly changing role of English, the equally rapid decline and death of small languages, the future of the major European languages, the international use of constructed languages like Esperanto, and, not least, the question of what role applied scholarship can and should play in mapping and influencing the future.

The NNEST Lens

The Native Speaker in Applied Linguistics

Selected Papers from the Third International Conference on Language Variation in Europe (ICLaVE 3), Amsterdam, June 2005

The Native Speaker is Dead!

Native-Speakerism

The Native Speaker Myth Revisited

History, Curriculum, and Practice

The book addresses the issue of native-speakerism, an ideology based on the assumption that 'native speakers' of English have a special claim to the language itself, through critical qualitative studies of the lived experiences of practising teachers and students in a range of scenarios.

This Dictionary of Language Testing contains some 600 entries on language assessment

Linguists, applied linguists and language teachers all appeal to the native speaker as an important reference point. But what exactly (who exactly?) is the native speaker? This book examines the native speaker from different points of view, arguing that the native speaker is both myth and reality.

This volume covers a wide range of topics in Interpreting and Translation Research. Some deal with scientometrics and the history of Interpreting Studies, arguments about conceptual analysis, meta-language and interpreters' risk-taking strategies. Other papers are on research skills like career management, writing communicative abstracts and the practicalities of survey research. Several contributions address empirical issues such as expertise in Simultaneous Interpreting, the cognitive load imposed on interpreters by a non-native accent, the impact of intonation on interpreting quality, linguistic interference in Simultaneous Interpreting, similarities between translation and interpreting, and the relation between translation competence and revision competence. The collection is a tribute to Daniel Gile, in appreciation of his creativity and his commitment to interpreting and translation research. All the contributions in some way show his influence or are related to the models and research he has shaped.

English as a Global Language

Children's Multilingual Development and Education

Perceptions, Challenges and Contributions to the Profession

Non Native English Speakers in TESOL

Native Speaker

Why Global English May Mean the End of 'English as a Foreign Language'

Dictionary of Language Testing

This book demonstrates the relevance of an integrational linguistic perspective to a practical, real-world need, namely the learning of languages. Integrational linguistics' shunning of both realist and structuralist theories of language, its commitment to an unwavering attention to the perspective of the language user, and its adherence to a semiology in which signs are the situated products of interactants interpretive behaviour, mean that it radically reconceptualizes language learning and language teaching. Detractors have implied that IL is so 'philosophical' or 'theoretical' an exercise that it has no useful bearing on the practical problems of language learning. These papers refute that misconception by demonstrating how an IL stance can help disentangle the conflicting considerations and contradictory assumptions that arise in a host of language teaching situations: first, second- and foreign-language classrooms in a diversity of settings (including India, Australia, the United States, and Hong Kong), with different age-groups of students, whether the focus is on speech or writing, and in more informal settings.

Family Language Learning is a practical guide designed to support, advise and encourage any parents who are hoping to raise their children bilingually. It is unique in that it focuses on parents who are not native speakers of a foreign language. It gives parents the tools they need to cultivate and nurture their own language skills while giving their children an opportunity to learn another language. The book combines cutting-edge research on language exposure with honest and often humorous stories from personal interviews with families speaking a foreign language at home. By dispelling long-held myths about how language is learned, it provides hope to parents who want to give their children bilingual childhoods, but feel they don't know where to start with learning foreign languages.

A study of the beliefs and practices of parents and educators raising future generations of multilingual children.

The volume forges a new look at the "native speaker" by situating him/her in wider sociopolitical contexts. Using anthropological and educational frameworks and ethnographic data from around the world, the book addresses the questions of who qualifies as a "native speaker" and his/her social relations in the regime of standardization in multilingual situations.

English Next

Language in the 21st Century

Native Speakers

Language Teaching

Dark Matter of the Mind

Non-Native Language Teachers

From Practice to Theory

The place of native and non-native speakers in the role of English teachers has probably been an issue ever since English was taught internationally. Although ESL and EFL literature is awash, in fact dependent upon, the scrutiny of non-native learners, interest in non-native academics and teachers is fairly new. Until recently, the voices of non-native speakers articulating their own concerns have been even rarer. This book is a response to this notable vacuum in the ELT literature, providing a forum for language educators from diverse geographical origins and language backgrounds. In addition to presenting autobiographical narratives, these authors argue sociopolitical issues and discuss implications for teacher education, all relating to the theme of non-native educators in ETL. All of the authors are non-native speakers of English. Some are long established professionals, whereas others are more recent initiates to the field. All but one received part of the higher education in North America, and all except two of the chapters are at least partially contextualized in North America. Particularly relevant for non-native speakers who aspire to enter the profession, graduate students in TESOL programs, and teacher educators, the unique nature of this book's contributors and its contents will interest researchers and professionals in applied linguistics generally and in ELT, and all those who are concerned with the role of non-native speakers in English-language teaching.

The native speaker is one of the central but at the same time most controversial concepts of modern linguistics. With regard to English, it became especially controversial with the rise of the so-called "New Englishes," where reality is much more complex than the neat distinction into native and non-native speakers would make us believe. This volume reconstructs the coming-into-being of the English native speaker in the second half of the nineteenth century in order to probe into the origins of the problems surrounding the concept today. A corpus of texts which includes not only the classics of the nineteenth-century linguistic literature but also numerous lesser-known articles from periodical journals of the time is investigated by means of historical discourse analysis in order to retrace the production and reproduction of this particularly important linguistic ideology.

In the early twentieth century, three women of color helped shape a new world of ethnographic discovery. Ella Cara Deloria, a Sioux woman from South Dakota, Zora Neale Hurston, an African American woman from Florida, and Jovita González, a Mexican American woman from the Texas borderlands, achieved renown in the fields of folklore studies, anthropology, and ethnolinguistics during the 1920s and 1930s. While all three collaborated with leading male intellectuals in these disciplines to produce innovative ethnographic accounts of their own communities, they also turned away from ethnographic meaning making at key points in their careers and explored the realm of storytelling through vivid mixed-genre novels centered on the lives of women. In this book, Cotera offers an intellectual history situated in the "borderlands" between conventional accounts of anthropology, women's history, and African American, Mexican American and Native American intellectual genealogies. At its core is also a meditation on what it means to draw three women—from disparate though nevertheless interconnected histories of marginalization—into conversation with one another. Can such a conversation reveal a shared history that has been erased due to institutional racism, sexism, and simple neglect? Is there a mode of comparative reading that can explore their points of connection even as it remains attentive to their differences? These are the questions at the core of this book, which offers not only a corrective history centered on the lives of women of color intellectuals, but also a methodology for comparative analysis shaped by their visions of the world.

This book explores native-speakerism in modern language teaching, and examines the ways in which it has been both resilient and critiqued. It provides a range of conceptual tools to situate ideological discourses and processes within educational contexts. In turn, it discusses the interdiscursive nature of ideologies and the complex ways in which ideologies influence objective and material realities, including hiring practices and, more broadly speaking, unequal distributions of power and resources. In closing, it considers why the diffusion and consumption of ideological discourses seem to persist, despite ongoing critical engagement by researchers and practitioners, and proposes alternative paradigms aimed at overcoming the problems posed by the native-speaker model in foreign language education.

An Informal Discussion of a Linguistic Myth with Noam Chomsky and Other Linguists, Philosophers, Psychologists, and Lexicographers

Native and Non-Native English Speaking Teachers in China

Learning and Teaching from Experience

Introducing Global Englishes

Learn Another Language, Raise Bilingual Children

Global Englishes for Language Teaching

The Emergence of the English Native Speaker

A critical examination of the ways in which English is conceptualised for learning, teaching, and assessment in a range of domains, from both social and cognitive perspectives. Researchers and postgraduates working on English in L1 and L2 educational contexts will find it valuable for research and collaboration.

Péter Medgyes' voice was the first and one of the most prominent speaking out for many teachers whose first language is one other than English, whose own voices had been silenced after almost a century of systematically being considered failed native speakers, deficient communicators and second-best teachers.

This second edition of the foundational textbook An Introduction to Applied Linguistics provides a state-of-the-art account of contemporary applied linguistics. The kinds of language problems of interest to applied linguists are discussed and a distinction drawn between the different research approach taken by theoretical linguists and by applied linguists to what seem to be the same problems. Professor Davies describes a variety of projects which illustrate the interests of the field and highlight the marriage it offers between practical experience and theoretical understanding. The increasing emphasis of applied linguistics on ethicality is linked to the growth of professionalism and to the concern for accountability, manifested in the widening emphasis on critical stances. This, Davies argues, is at its most acute in the tension between giving advice as the outcome of research and taking political action in order to change a situation which, it is claimed, needs ameliorisation. This dilemma is not confined to applied linguistics and may now be endemic in the applied disciplines.

Teaching English to the World: History, Curriculum, and Practice is a unique collection of English language teaching (ELT) histories, curricula, and personal narratives from non-native speaker (NNS) English teachers around the world. No other book brings such a range of international ELT professionals together to describe and narrate what they know best. The book includes chapters from Brazil, China, Germany, Hong Kong, Hungary, India, Indonesia, Israel, Japan, Lebanon, Poland, Saudi Arabia, Singapore, Sri Lanka, and Turkey. All chapters follow a consistent pattern, describing first the history of English language teaching in a particular country, then the current ELT curriculum, followed by the biography or the autobiography of an English teacher of that country. This consistency in the structuring of chapters will enable readers to assimilate the information easily while also comparing and contrasting the context of ELT in each country. The chapter authors--all born in or residents of the countries they represent and speakers of the local language or languages as well as English--provide insider perspectives on the challenges faced by local English language teachers. There is clear evidence that the majority of English teachers worldwide are nonnative speakers (NNS), and there is no doubt that many among them have been taught by indigenous teachers who themselves are nonnative speakers. This book brings the professional knowledge and experience of these teachers and the countries they represent to a mainstream Western audience including faculty, professionals, and graduate students in the field of ESL; to the international TESOL community; and to ELT teachers around the world.

The Native Speaker Concept

Myth and Reality

Introduction to Applied Linguistics

Ella Deloria, Zora Neale Hurston, Jovita Gonzalez, and the Poetics of Culture

Native-Speakerism in Japan

Teaching English to the World

Constructing the Heritage Language Learner

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

The relative status of native and non-native speaker language teachers within educational institutions has long been an issue worldwide but until recently, the voices of teachers articulating their own concerns have been rare. This innovative volume explores language-based forms of prejudice against native-speaker teachers.

Between Myth and Reality

The Native Speaker