

VALUES IN ENGLISH LANGUAGE TEACHING

BILL JOHNSTON

Values In English Language Teaching

Tao Xiong, Dezheng Feng, Guangwei Hu

Values In English Language Teaching:

Values in English Language Teaching Bill Johnston, 2003-01-30 This book offers a new perspective on language teaching by placing moral issues that is questions of values at the core of what it is to be a teacher The teacher student relation is central to this view rather than the concept of language teaching as merely a technical matter of managing students acquisition of language The message is that all language teaching involves an interplay of deeply held values but in each teaching situation these values are played out in different ways Johnston does not tell readers what to think but only suggests what to think about Values in English Language Teaching explores the complex and often contradictory moral landscape of the language classroom gradually revealing how teaching is not a matter of clear cut choices but of wrestling with dilemmas and making difficult decisions in situations often riven with conflict It examines the underlying values that teachers hold as individuals and as members of their profession and demonstrates how those values are played out in the real world of language classrooms Matters addressed include connections between the moral and political dimensions in English language teaching and between values and religious beliefs relationship s between teacher identity and values the meaning of professionalism and how it is associated with morality and values the ways in which teacher development is a moral issue and the marginality of English language teaching All the examples are taken from real life teaching situations the complexity and messiness of these situations is always acknowledged including both individual influences and broader social cultural and political forces at play in English language classrooms By using actual situations as the starting point for analysis Johnston offers a philosophy based in practice and recognizes the primacy of lived experience as a basis for moral analysis Examples come from teaching contexts around the world including Brazil Thailand Poland Japan Central African Republic Turkey and Taiwan as well as various settings in the United States This book will change the way teachers see language classrooms their own or those of others It is a valuable resource for teachers of ESL and EFL and all those who work with them especially teacher educators researchers and administrators Values in English Language Teaching Bill

Johnston, 2003-01-30 Explores the unspoken values ethical dilemmas that underlie the teaching of English as a second or a foreign language using philosophical analysis built around specific real life situations Relevant for prospective practicing teachers in the field

Values in English Language Teaching Bill Johnston, 2002 All the examples are taken from real life teaching situations the complexity and messiness of these situations is always acknowledged including both individual influences and broader social cultural and political forces at play Examples come from teaching contexts around the world including Brazil Thailand Poland Japan Central African Republic Turkey and Taiwan as well as various settings in the USA

Cultural Knowledge and Values in English Language Teaching Materials Tao Xiong, Dezheng Feng, Guangwei Hu, 2022-05-13 This book provides a contextualized and balanced look into the timely topic of values in English Language Teaching ELT materials with a primary focus on the Chinese context It features three distinct conceptual and methodological

perspectives namely perceptions of stakeholders such as material writers teachers and students multimodal construction of values and textual representation of values It is a valuable resource for those interested in the social cultural moral and ideological dimensions of English education in general and in the textual and multimodal construction of values in language teaching materials in particular

The Routledge Handbook of English Language Teaching Graham Hall,2016-05-12

The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume s inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum resources and settings methods and methodology perspectives and practices second language learning and learners teaching language knowledge skills and pedagogy understanding the language classroom The Handbook s 39 chapters are written by leading figures in ELT from around the world Mindful of the diverse pedagogical institutional and social contexts for ELT they convincingly present the key issues areas of debate and dispute and likely future developments in ELT from an applied linguistics perspective Throughout the volume readers are encouraged to develop their own thinking and practice in contextually appropriate ways assisted by discussion questions and suggestions for further reading that accompany every chapter Advisory board Guy Cook Diane Larsen Freeman Amy Tsui and Steve Walsh

Christian Faith and English Language Teaching and Learning Mary Shepard Wong,Carolyn Kristjansson,Zoltán Dörnyei,2013 Ideological and educational political aspects of the link between language and faith especially between Global English and Christianity is a topic of growing interest in the field of English language teaching This book explores the possible role and impact of teachers and students faith in the English language classroom Bringing together studies representing a diversity of experiences and perspectives on the philosophies purposes practices and theories of the interrelationship of Christianity and language learning and teaching it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning teaching experience By adding a data based dimension the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language

Religious Faith and Teacher Knowledge in English Language Teaching Bradley Baurain,2016-01-14 The field of TESOL Teaching English to Speakers of Other Languages stands at an active crossroads issues of language culture learning identity morality and spirituality mix daily in classrooms around the world What roles might teachers personal religious beliefs play in their professional activities and contexts Until recently such questions had been largely excluded from academic conversations in TESOL Yet the qualitative research at the core of this book framed and presented within a teacher knowledge paradigm demonstrates that personal faith and professional identities and practices can and do interact and

interrelate in ways that are both meaningful and problematic This study's Christian TESOL teacher participants working overseas in Southeast Asia perceived explained and interpreted a variety of such connections within their lived experience As a result the beliefs practices nexus deserves to be further theorized researched and discussed Religious beliefs and human spirituality as foundational and enduring aspects of human thought and culture and thus of teaching and learning deserve a place at the TESOL table

Understanding Multimodal Discourses in English Language Teaching Textbooks Christopher A. Smith, 2022-08-11 Textbooks are indispensable components and in some case the cornerstones of the mission of English Language Teaching ELT However they are artefacts of a pedagogical culture that rarely echo the concerns of their most prolific consumers teachers and students This book offers a useful framework for evaluating ELT textbooks from a critical discourse perspective one that is based on sound current research but also offers practical guidance to teachers Building from a foundational understanding of ELT textbooks the author presents a systematic procedure to critically analyze their multimodal discourse examine how those discourses are negotiated between teachers and students in class and measure how those consumers privately value the lessons The book provides teachers with the tools they need to select and adapt materials based on critical multimodal discourse analysis where not only the text but the pictures websites audio visual elements too are subjected to a process which can reveal underlying ideologies assumptions omissions and reifications The triangulated approach demonstrated in a series of vignettes featuring Korean university students and native English speaking instructors can inform textbook choice instigate change and inspire lesson re contextualization to best suit the needs of its primary consumers

Exploring English Language Teaching Graham Hall, 2011-03-08 Winner of the BAAL Book Prize 2012 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics primarily designed for those entering postgraduate studies and language professionals returning to academic study The books take an innovative practice to theory approach with a back to front structure This leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations Additional features include tasks with commentaries a glossary of key terms and an annotated further reading section Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective The book addresses four central themes within English language teaching Classroom interaction and management Method Postmethod and methodology Learners and the Institutional frameworks and social contexts of ELT For each the book identifies key dilemmas and practices examines how teachers and other language teaching professionals might intervene and deal with these concerns and explores how such issues link to and inform applied linguistic theory Exploring English Language Teaching is an indispensable textbook for language teachers and for post graduate graduate students and advanced undergraduates studying in the areas of Applied Linguistics Language Teacher Education and ELT TESOL

An Intercultural Approach to English Language Teaching John Corbett, 2003

Intercultural language education has redefined the modern languages agenda in Europe and North America Now intercultural learning is also beginning to impact on English Language Teaching This accessible book introduces teachers of EFL to intercultural language education by describing its history and theoretical principles and by giving examples of classroom tasks **Supporting the Professional Development of English Language Teachers** Melissa K.

Smith, Marilyn Lewis, 2017-11-22 Applying the principles of facilitative teaching to mentorship this book brings together well established knowledge about mentoring with the experiences and ideas of mentors in the field to advance and support the professional development of language teachers Recognizing the impact of globalization and technology Smith and Lewis identify processes and pathways for mentors to develop multi layered skills for working with teachers in both their own and cross cultural contexts and in face to face and virtual settings Grounded in theory this innovative approach is illustrated with authentic experiences and ready to be applied by readers in their specific settings around the world With an interactive design that encourages participation and practice each chapter includes vignettes reflections and challenging scenarios from mentors in training Self reflection and task sections at the end of each chapter engage the reader in combining theory with practice Sample materials such as mentor mentee contracts work plans journal templates discussion suggestions face to face or online and observation forms deepen understanding and enable mentors to adapt or create their own materials This practical and context adaptable guide is accessible to mentors at any career stage for use in personal professional development or as part of mentor training sessions

Understanding English Language Teaching in EFL Context Kamal Ud Din, 2023-02-17 This volume is comprehensively designed to help prospective teachers of English Language EL and teachers specializing in English as a foreign language EFL mainly in South Asian countries It analyses the application of ELT theories concepts and methods to sharpen their understanding of the various techniques used for teaching English effectively in the EFL context The book discusses the basic concepts of language aimed to develop a sense of the language phenomenon as a unique human attribute It covers the theories of language from various disciplines such as biology sociology psychology and linguistics The book explains the underlying structures or components that shape the edifice of languages such as phonology morphology syntax grammar phonetics semantics and pragmatics While taking the reader through language learning theories with a focus on English as the second language it discusses the different teaching methods that can be adopted by teachers in classroom settings The book will be of interest to teachers students and researchers of education teacher education and ELT It will also be useful for educators English language teachers language learners professionals working in the field of education and language and those who aspire to teach and learn English in foreign context *Urban Schools and English Language Education in Late Modern China* Miguel Pérez-Milans, 2013-07-24 Shortlisted for the 2014 BAAL Book Prize This book explores the meaning of modernization in contemporary Chinese education It examines the implications of the implementation of reforms in English language education for experimental urban schools in the People s Republic of

China Perez Milans sheds light on how national linguistic and cultural ideologies linked to modernization are being institutionally reproduced and interpersonally negotiated through everyday practice in the current context of Chinese educational reforms. He places special emphasis on those reforms regarding English language education with respect to the economic processes of globalization that are shaping and being shaped by the contemporary Chinese nation state. In particular, the book analyzes the processes of institutional categorization of the good experimental school, the good student, and the appropriate knowledge that emerge from the daily discursive organization of those schools with special attention to the related contradictions, uncertainties, and dilemmas. Thus, it provides an account of the ongoing cultural processes of change faced by contemporary Chinese educational institutions under conditions of late modernity. Winner of The University of Hong Kong's Faculty Early Career Research Output Award for outstanding book publication by the Faculty of Education. *Conditions for English Language Teaching and Learning in Asia* Bernard Spolsky, Kiwan Sung, 2015-01-12. In 1989, Bernard Spolsky published *Conditions for Second Language Learning* (Oxford University Press). At the 2012 Annual Conference of Asia TEFL, a number of senior scholars were invited to comment upon the relevance of the book to the teaching of English in their region and to make suggestions on how it might be updated. This volume contains revised versions of these talks and thus provides a survey of the conditions for teaching English in Asia. Most contributors found the *Conditions* model useful, but there has been a major change in emphasis in the past two decades: whereas the 1989 book emphasized linguistic and psycholinguistic conditions, more recent work generally emphasizes the importance of sociolinguistic and language policy conditions for teaching English in Asia today. *Creating Classrooms of Peace in English Language Teaching* Barbara M. Birch, 2022-06-08. Timely and accessible, this edited volume brings together leading scholars to discuss methods for supporting reconciliation, peace, and sustainable and social change in English language teaching. Around the world, peace and reconciliation are urgent themes that are inextricably connected to the study and practice of teaching English. The book features a diversity of voices and addresses pedagogies of peace, universal responsibility, and global interdependence in the domain of English language education. Organized in three strands: Part 1 addresses policy and implementation; Part 2 addresses teacher education; and Part 3 addresses content and lesson planning. With chapters drawn from a dozen countries and contexts, this book paves the way for English language teachers to harness their social capital and pedagogical agency to create sustainable peace globally and locally, and in and outside the classroom. It is essential reading for scholars and students in TESOL, applied linguistics, and peace education. *Intercultural Dialogue on English Language Teaching* Christine Manara, 2014-03-17. This book examines how educators conceptualize their profession and reconstruct their professional selves. Drawing on a narrative-based study, it reports research that follows closely five multilingual English language teacher educators teaching in a teacher education program at a large private university. It explores their learning and teaching experiences and how they attach meaning to these experiences, the reconstruction of their professional identity.

their commitment to their profession and the various factors that mediate these experiences and understandings by analyzing their narrative accounts In this exploration there is a particular focus on the nature of language identity and culture in intercultural teacher education settings Overall the book demonstrates the complex nuanced and dynamic nature of professional learning and intercultural identity construction involving multiple sometimes competing discourses of professionalism in ELT The teacher educators professional learning narratives provide an insight into their struggle for voice Britzman 2003 in their immediate teaching and learning context as well as internationally Their struggle for a voice highlights the frictions negotiations and dialogues with the dominant western discourses of ELT professionalism that have often been imposed on them in their profession In addition their teaching and learning accounts emphasize the importance of revisiting re evaluating and reimagining the teaching paradigm of ELT in this teaching setting in engaging with today s globalized world These accounts suggest a call for pedagogical and curriculum reform in ELT that takes into account learners linguistic and cultural identity and that will enable them to use English as a language that mediates their identity work as national international and intercultural selves This book is about English language educators professional learning and will be of interest to teacher candidates teachers and teacher educators who wish to extend their knowledge and understanding of the dynamicity and complexity of teachers learning through narratives of teaching

Frame Analysis, Critical Theory, and English Language Teaching Robert J. Lowe, 2025-08-18 In this book Robert J Lowe introduces frame analysis a qualitative research approach grounded in the critical theory of the early Frankfurt School and framing in the social sciences Lowe sets out the principles of the frame analysis approach and provides a guide to conducting this kind of research in practice Focused on identifying and challenging ideology through immanent critique Lowe presents a methodological guide and research report He begins by explaining early critical theory and the frame analysis approach followed by a detailed example of its application This example illustrates the key stages identifying participants ideological presuppositions through their master framing questioning the internal logic of this framing and presenting contradictions to participants Finally the researcher observes reactions and documents emerging counter framing marking the first signs of resistance to dominant ideology By applying this approach to issues in English language teaching the book questions some of the ways in which the rhetoric of pluralism and diversity around English as an international language may stand at odds with the realities of a world in which some varieties of the language have more prestige than others Through the frame analysis approach the author suggests that researchers can play a role in empowering language learners and users to advocate for a world in which they can take true ownership of the language Key reading for all qualitative researchers and advanced students in applied linguistics sociolinguistics ELT TESOL and linguistic anthropology

Building Teacher Capacity in English Language Teaching in Vietnam Van Canh Le, Hoa Thi Mai Nguyen, Thi Thuy Minh Nguyen, Roger Barnard, 2019-08-06 This timely volume opens a window on issues related to English language education in Vietnam The

authors consider that teacher quality is the key factor to be considered if the national English language curriculum outcomes are to be achievable. Aiming to shed light on key issues recently observed in the Vietnamese landscape of English language education, it examines the complexity of the institutionalization of the standardized English proficiency policy which has been in force since 2008. That policy uses the Common European Framework of References for Languages (CEFR) as the model to set the standards and levels of proficiency for teachers, learners and state employees. The book presents both the theoretical and practical aspects of the standardization movement in English language education. The contents comprise a series of extended research-based chapters written by experts of language in education policy and planning in and about Vietnam from a range of perspectives including teachers, English language curriculum developers, teacher educators and researchers. The rich coverage of the book includes current discussion on English language education in Vietnam ranging from policy to practice, making it highly relevant to English teachers, teacher educators and scholars in Vietnam and worldwide who aspire to broaden their horizons and professionalism.

English Linguistics, Literature, and Language Teaching in a Changing Era Suwarsih Madya, Willy A. Renandya, Masaki Oda, Didi Sukiyadi, Anita Triastuti, Ashadi, Erna Andriyanti, Nur Hidayanto P.S.P, 2019-10-22. This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives, from linguistics to literature to language teaching and learning. The chapters present snippets of thoughts and critical reflections, findings from action research and other methodologies and essays on troubling topics for language teachers. The authors are researchers, experienced teachers and students engaged in exploratory research. The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in many different contexts, both educational and regional. There is something in this book for everybody.

Tension and Contention in Language Education for Latinxs in the United States Glenn A. Martínez, Robert W. Train, 2019-10-08. Applying a critical lens to language education, this book explores the tensions that Latinx students face in relation to their identities, social and institutional settings and other external factors. Across diverse contexts, these students confront complex debates and contestable affirmations that intersect with their lived experiences and social histories. Martínez and Train highlight the pedagogic and ethical urgency of teacher responsibility, learner agency and social justice in critically addressing the consequences, constraints and affordances of the language education that Latinx students experience in historically situated and institutionally defined spaces of practice, ideology and policy. Reframing language studies to take into account the roles of power, inequality and social settings, this book provokes dialogue between areas of language education that rarely interface. Through privileging the learner experience, the book provides a window to the contested spaces across language education and generates new opportunities for engagement and action. Offering nuanced and insightful analyses, this book is ideal for scholars, language researchers, language teacher educators and graduate students in all areas of language education.

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