

# VALUES IN ENGLISH LANGUAGE TEACHING

BILL JOHNSTON

# Values In English Language Teaching

**Glenn Toh**



## **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, 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

**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 **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 **Intercultural Dialogue on English Language Teaching** Christine Manara,2014-03-17 This book examines how educators conceptualize their profession and re construct 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 re construction 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 **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 **Leadership in English Language Teaching and Learning** Christine Anne Coombe,2008 Leadership skills are indispensable in language teaching and learning and the effectiveness of these skills directly affect the quality of language education the soundness of a program and the satisfaction level of both teachers and students in the language classrooms and beyond Part 1 of this collection provides the theoretical underpinnings of leadership development Part 2 focuses on leadership skills and strategies on the topics of interpersonal communication personal organization skills

and program organization skills Part 3 discusses ELT leadership issues in U S public schools The contributors to this volume include leaders who have contributed to the TESOL profession in various capacities Their collective expertise makes this volume an excellent resource for teachers and program directors      *Effecting Change in English Language Teaching* Glenn Toh,2019-05-02 This book is about the challenges that come with initiatives to develop a more humanized intersectional and negotiable landscape for English Language Teaching ELT It sets out to problematize ingrown and ingrained practices in English teaching weaving together obscured practices undisclosed agendas and ideologically motivated inter actions to expose the unspoken agendas at work Drawing on his own experience of being part of an English as a Lingua Franca ELF programme at an urban Japanese university the author presents a case for rethinking language education in Japan This book will be of interest to applied linguists language teachers and teacher trainers cultural anthropologists and anyone interested in the cultural politics of education especially language education      **Neoliberalism and English Language Education**

**Policies in the Arabian Gulf** Osman Barnawi,2017-09-13 Over the past two decades the Arabian oil rich Gulf countries have faced enormous social political economic cultural religious ideological and epistemological upheaval Through detailed critical comparative investigation *Neoliberalism and English Language Education Policies in the Arabian Gulf* examines the impact of such disruption on education policies in a political and economic union consisting of six countries Saudi Arabia the United Arab Emirates Oman Qatar Bahrain and Kuwait Using data collected from a wide range of sources this thought provoking book documents the inner workings of neoliberalism across a strategic geographical area of the Islamic world The book teases apart the complex issues surrounding the ways in which access to English has been envisioned contested and protected from being challenged among different players within and between the Gulf countries Osman Z Barnawi explores the intensifying ideological debates between Islamic culture and Western neoliberal values and questions whether Islamic values and traditions have been successfully harmonised with neoliberal capitalist development strategies for nation building in the Arabian Gulf region *Neoliberalism and English Language Education Policies in the Arabian Gulf* will be of interest to academics researchers and postgraduates working in the fields of language education and more specifically TESOL applied linguistics education policy and teacher education      *Chinese Students' Cultural Values and Their Attitudes Toward English-language Learning and Teaching* June Rose Garrott,1991

**The Journal of English Language Teaching (India).** ,2005      **Addresses and Proceedings - National Education Association of the United States** National Education

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Journal of the New York State Teachers' Association ,1916      *The School Review* ,1903      *Journal of the New York State Teachers' Association* ,1918      **Catalogue of the University of Nashville, Peabody Normal College** George Peabody College for Teachers,1929

## Unveiling the Energy of Verbal Art: An Emotional Sojourn through **Values In English Language Teaching**

In a global inundated with monitors and the cacophony of instantaneous transmission, the profound energy and psychological resonance of verbal artistry usually fade into obscurity, eclipsed by the regular assault of sound and distractions. However, set within the lyrical pages of **Values In English Language Teaching**, a charming work of fictional beauty that impulses with raw feelings, lies an remarkable trip waiting to be embarked upon. Written with a virtuoso wordsmith, this enchanting opus books visitors on an emotional odyssey, softly revealing the latent possible and profound affect stuck within the elaborate internet of language. Within the heart-wrenching expanse with this evocative evaluation, we shall embark upon an introspective exploration of the book is central subjects, dissect their fascinating publishing style, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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