The Oxford Handbook of World Englishes
Linguistic Anthropology
Critical Language and Literacy Studies
Collection
Metaphor in Language and Culture across World Englishes
Approaches to Teaching the History of the English Language
Introducing Global Englishes
Global Englishes and Change in English Language Teaching
Modelling World Englishes
English in Southeast Asia
Performing English with a Postcolonial Accent
Language Teacher Education for Global Englishes
English in Asian Contexts
The Handbook of Asian Englishes
Youth Cultures, Language, and Literacy
The Variability of Current World Englishes
Transcultural Communication Through Global Englishes
Global Englishes EIL, ELF, Global English
World Englishes
Transcultural Memory and Globalised Modernity in Contemporary Indo-English Novels
English as a Lingua Franca in Teacher Education
Transcultural Writers and Novels in the Age of Global Mobility
Disinventing and Reconstituting Languages
Philology and Global English Studies
The Cultural Politics of English as an International Language
English Pronunciation Models in a Globalized World
The Present Perfect in World Englishes
Transcultural Flows of English and Education in Asian Contexts
Global Englishes and Transcultural Flows
Global English, transnational flows
Attitudes to World Englishes
Skilled Migration and Global English Linguistic Flows
Pluralizing Plagiarism
World Englishes: A Critical Analysis
The Routledge Companion to English Studies
The Polyphony of English Studies
Exploring World Englishes
Investigating English in Europe
Language and Mobility

Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for 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. In this book Philip Seargeant
surveys varieties of English existing within the world
today, and the debates and controversies surrounding its
present forms, functions and status in diverse world
contexts. It examines how English has evolved to become a
‘global language’ and looks at the political and cultural
history that has influenced this evolution. Beginning with a
discussion of real-life challenges relating to world
Englishes that are faced by language professionals –
particularly in the contexts of language education and
language planning - the book explores and illustrates the
ways in which the actual use and management of English, as
well as the beliefs and ideologies associated with it, play
an increasingly important role in contemporary globalized
society.

Routledge English Language Introductions cover core areas of
language study and are one-stop resources for students.
Assuming no prior knowledge, books in the series offer an
accessible overview of the subject, with activities, study
questions, sample analyses, commentaries, and key readings –
all in the same volume. The innovative and flexible ‘two-
dimensional’ structure is built around four sections –
introduction, development, exploration, and extension –
which offer self-contained stages for study. Each topic can
also be read across these sections, enabling the reader to
build gradually on the knowledge gained. Global Englishes,
Third Edition, previously published as World Englishes, has
been comprehensively revised and updated and provides an
introduction to the subject that is both accessible and
comprehensive. Key features of this best-selling textbook
include: coverage of the major historical, linguistic, and
sociopolitical developments in the English language from the
start of the seventeenth century to the present day
exploration of the current debates in global Englishes,
relating to its uses as mother tongue in the US, UK,
Antipodes, and post-colonial language in Africa, South and
Southeast Asia, and lingua franca across the rest of the
globe, with a new and particularly strong emphasis on China
a range of texts, data and examples draw from emails, tweets

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and newspapers such as The New York Times, China Daily and The Straits Times readings from key scholars including Alastair Pennycook, Henry G. Widdowson and Lesley Milroy activities that engage the reader by inviting them to draw on their own experience and consider their orientation to the particular topic in hand. Global Englishes, Third Edition provides a dynamic and engaging introduction to this fascinating topic and is essential reading for all students studying global Englishes, English as a lingua franca, and the spread of English in the world today.

This textbook introduces current thinking on English as a global language and explores its role in intercultural and transcultural communication. It covers how English functions as a lingua franca in multilingual scenarios alongside other languages in a wide variety of global settings, and the fluid and dynamic links between English, other languages, and cultural identities and references. The implications for English language teaching (ELT), academia, business, and digital communication are explored. Contemporary research and theory are presented in an accessible manner, illustrated with examples from current research, and supported with discussions and tasks to enable students to relate these ideas to their own experiences, needs, and interests. Each chapter contains activities to help students orientate towards the topic, reflect on personal experiences and opinions, and check their understanding. Additionally, a detailed glossary of key terminology in Global Englishes and Intercultural Communication is provided. Exploring in depth the links between Global Englishes, Intercultural Communication research, and Transcultural Communication research, this is key reading for all advanced students and researchers in Global or World Englishes, English as a Lingua Franca (ELF), and Intercultural Communication.

This volume, in honor of Allan James, collects a range of articles from different domains of English studies as a token of Allan James's academic interests and his integrative approach to the field. The contributions in linguistics encompass a spectrum of topics including world Englishes, professional discourse, language acquisition, collocation, translation, and multilingualism. Cultural aspects in language teaching and in literary analysis enrich the reading and hint at Allan James' Welsh and Celtic roots while also going beyond that.
This book places transcultural memory in the South Asian cultural and literary context. Divided into two parts, the book first defines transcultural memory in the age of globalised modernity both as a theory and social practice. Then it examines contemporary Indo-English novels from India and Pakistan with the theoretical and methodological tool of transcultural memory to shed new light on the connection between memory and modernity, and memory and South Asian cultures in the wake of new social and political transformations on the Indian subcontinent. A special focus on commemorative tropes in the novels not only show the possibility of a dialogue with different versions of the past, but also how such a dialogue shapes processes of remembrance between and beyond borders. Hence, the book comes up with alternative ways of reading the Indo-English novels, divesting the concept of (trans)cultural memory from its Euro-centricism and claiming it as equally significant in comprehending the new configurations of memory and modernity in non-Western locations.

Drawing upon international research, Review of Research in Education, Volume 35 examines the interplay between youth cultures and educational practices. Although the articles describe youth practices across a range of settings, a central theme is how gender, class, race, and national identity mediate both adult perceptions of youth and youths’ experiences of schooling.

The History of the English Language has been a standard university course offering for over 150 years. Yet relatively little has been written about teaching a course whose very title suggests its prodigious chronological, geographic, and disciplinary scope. In the nineteenth century, History of the English Language courses focused on canonical British literary works. Since these early curricula were formed, the English language has changed, and so have the courses. In the twenty-first century, instructors account for the growing prominence of World Englishes as well as the English language’s transformative relationship with the internet and social media. Approaches to Teaching the History of the English Language addresses the challenges and circumstances that the course’s instructors and students commonly face. The volume reads as a series of "master classes" taught by experienced instructors who explain the pedagogical problems that
inspired resourceful teaching practices. Although its chapters are authored by seasoned teachers, many of whom are preeminent scholars in their individual fields, the book is designed for instructors at any career stage—beginners and veterans alike. The topics addressed in Approaches to Teaching the History of the English Language include: the unique pedagogical dynamic that transpires in language study; the course's origins and relevance to current university curricula; scholarly approaches that can offer an abiding focus in a semester-long course; advice about navigating the course's formidable chronological ambit; ways to account for the language's many varieties; and the course's substantial and pedagogical relationship to contemporary multimedia platforms. Each chapter balances theory and practice, explaining in detail activities, assignments, or discussion questions ready for immediate use by instructors.

The English language is spreading across the world, and so too is hip-hop culture: both are being altered, developed, reinterpreted, reclaimed. This timely book explores the relationship between global Englishes (the spread and use of diverse forms of English within processes of globalization) and transcultural flows (the movements, changes and reuses of cultural forms in disparate contexts). This wide-ranging study focuses on the ways English is embedded in other linguistic contexts, including those of East Asia, Australia, West Africa and the Pacific Islands. Drawing on transgressive and performative theory, Pennycook looks at how global Englishes, transcultural flows and pedagogy are interconnected in ways that oblige us to rethink language and culture within the contemporary world. Global Englishes and Transcultural Flows is a valuable resource to applied linguists, sociolinguists, and students on cultural studies, English language studies, TEFL and TESOL courses.

This book retraces the formation of modern English Studies by departing from philological scholarship along two lines: in terms of institutional histories and in terms of the separation of literary criticism and linguistics.

This book looks at language in unexpected places. Through a series of personal and narrative accounts, it explores aspects of travel, mobility and locality to ask how languages, cultures and people turn up in unexpected places.
What renders the unexpected so and how might we challenge our lines of expectation?

The impact of globalisation is increasingly evident through both mass migration and the social, political, and economic changes that have produced new and growing social divides. The increased mobility and the opening of national borders that have arisen as part of these changes has also meant a rise in the diversification of migration (superdiversity) in all its forms. The multi-sited flows of people have also led to the flow of knowledge, culture, and languages. English – as a global language – has taken on a prominent role in the neoliberal discourses of commodification, value and distinction, and the role of language in the reproduction of social inequalities. This edited volume explores a range of issues related to the role of language. In particular, it addresses competency in English and multilingualism, both of which facilitate success for skilled migrants in the workplace and enable them to contribute to development efforts in their home communities. In more general terms, the book looks at the communicative competencies and language resources which skilled migrants require in order to engage productively in professional and development endeavours. It examines the notion that English is the linguistic capital for skilled migration, given its global status in higher education, development, and professional communication. This book was originally published as a special issue of Globalisation, Societies and Education.

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.
In Transcultural Writers and Novels in the Age of Global Mobility, Arianna Dagnino analyzes a new type of literature emerging from artists increased movement and cultural flows spawned by globalization. This "transcultural" literature is produced by authors who write across cultural and national boundaries and who transcend in their lives and creative production the borders of a single culture. Dagninos book contains a creative rendition of interviews conducted with five internationally renowned writers: Inez Baranay, Brian Castro, Alberto Manguel, Tim Parks, and Ilija Trojanowand a critical exegesis reflecting on thematical, critical, and stylistical aspects. By studying the selected authors corpus of work, life experiences, and cultural orientations, Dagnino explores the implicit, often subconscious, process of cultural and imaginative metamorphosis that leads transcultural writers and their fictionalized characters beyond ethnic, national, racial, or religious loci of identity and identity formation. Drawing on the theoretical framework of comparative cultural studies, she offers insight into transcultural writing related to belonging, hybridity, cultural errancy, the "Other," worldviews, translingualism, deterritorialization, neonomadism, as well as genre, thematic patterns, and narrative techniques. Dagnino also outlines the implications of transcultural writing within the wider context of world literature (s) and identifies some of the main traits that characterize transcultural novels.

This practical resource book showcases both the theory and practical application for teacher educators in diverse contexts bringing a global Englishes perspective into their teacher education courses, both at pre- and in-service levels. The recent Global Englishes paradigm serves as a promising response to the complexity of identity, interaction, use, and instruction surrounding the English language. It is increasingly important to enhance teachers' knowledge base—their specialized knowledge, skills, competencies, and commitments—vis-à-vis the changing needs of English Language Teaching. The chapters in the book provide accessible theoretical orientation to different aspects of the Global Englishes paradigm, from instructional materials to language assessment, and are complemented by a range of practical applications that promote teacher development. The volume is recommended as a viable professional development resource for teacher educators who
are looking for activities and resources in preparing teachers for diverse teaching contexts, realities, affordances, and constraints.

Faces of English explores the phenomenon of increasing dialects, varieties, and creoles, even as the spread of globalization supports an apparently growing uniformity among nations. The book's chapters supply descriptions of Jamaican English in Toronto, English as an L2 in a South African mining township, Chinese and English contact in Singapore, unexpected, emergent variants in Canadian English, and innovations in the English of West Virginia. Further, the book offers some perspective on internet English as well as on abiding uniformities in the lexicon and grammar of standard varieties. In the analyses of this heterogeneous growth such considerations as speakers' sociolinguistic profiles, phonological, morpho-syntactic, and lexical variables, frequencies, and typological patterns provide ample insight in the current status of English both in oral and electronic communities. The opening chapter presents a theoretical framework that argues for linguistic typology as conceptually resourceful in accommodating techniques of analysis and in distinguishing the wide arrays of English found throughout the globe. One clear function for Faces of English is that of a catalyst: to spur studies of diversities in English (and in other languages), to suggest approaches to adapt, to invite counterargument and developments in analysis.

The first volume of its kind, focusing on the sociolinguistic and socio-political issues surrounding Asian Englishes The Handbook of Asian Englishes provides wide-ranging coverage of the historical and cultural context, contemporary dynamics, and linguistic features of English in use throughout the Asian region. This first-of-its-kind volume offers a wide-ranging exploration of the English language throughout nations in South Asia, Southeast Asia, and East Asia. Contributions by a team of internationally-recognized linguists and scholars of Asian Englishes and Asian languages survey existing works and review new and emerging areas of research in the field. Edited by internationally renowned scholars in the field and structured in four parts, this Handbook explores the status and functions of English in the educational institutions, legal systems, media, popular cultures, and religions of
diverse Asian societies. In addition to examining nation-specific topics, this comprehensive volume presents articles exploring pan-Asian issues such as English in Asian schools and universities, English and language policies in the Asian region, and the statistics of English across Asia. Up-to-date research addresses the impact of English as an Asian lingua franca, globalization and Asian Englishes, the dynamics of multilingualism, and more. Examines linguistic history, contemporary linguistic issues, and English in the Outer and Expanding Circles of Asia. Focuses on the rapidly-growing complexities of English throughout Asia. Includes reviews of the new frontiers of research in Asian Englishes, including the impact of globalization and popular culture. Presents an innovative survey of Asian Englishes in one comprehensive volume. Serving as an important contribution to fields such as contact linguistics, World Englishes, sociolinguistics, and Asian language studies, The Handbook of Asian Englishes is an invaluable reference resource for undergraduate and graduate students, researchers, and instructors across these areas.

Winner of the BAAL Book Prize 2016
The field of "World Englishes" takes on ever more importance in the modern era. Mario Saraceni's World Englishes: A Critical Analysis looks at the developments in the field from a critical perspective. It examines the historical, linguistic, ideological and pedagogical aspects in the study of the ever-evolving forms, roles and statuses of English around the world. The principal aim is to offer a critical overview of the field in order both to inform readers about the main issues at stake and to challenge established positions and descriptive/analytical paradigms. The book has four sections, each of which reviews established accounts and offers alternative perspectives on those. “History” considers representations of the evolution of 'old English' and 'new Englishes' and begins to unveil the strong link between conventional accounts and ideological motivations. “Language” critically examines the traditional notion of 'difference' in the description of varieties of English, and discusses more recent orientations which aim to describe English as a lingua franca and the phenomenon of language hybridity. “Ideology” examines ideological debates around the presence and status of English in the world, such as linguistic imperialism, language ownership and language ecology. The final section, “Pedagogy” discusses pedagogical
implications, such as the choice of appropriate 'models' of English and considers the possibility of teaching English as a fully de-anglicised language.

As the most widely documented language in human history, English holds a unique key to unlocking some of the mysteries of the uniquely human endowment of language. Yet the field of World Englishes has remained somewhat marginal in linguistic theory. This collection heralds a more direct and mutually constructive engagement with current linguistic theories, questions, and methodologies. It achieves this through areal overviews, theoretical chapters, and case studies. The 36 articles are divided between four themes: Foundations, World Englishes and Linguistic Theory, Areal Profiles, and Case Studies. Part I sets out the complex history of the global spread of English. This is followed, in Part II, by chapters addressing the mutual relevance and importance of World Englishes and numerous theoretical subfields of Linguistics. Part III offers detailed accounts of the structure and social histories of specific varieties of English spoken across the globe, highlighting points of theoretical interest. The collection closes with a set of case studies that exemplify the type of analysis encouraged by the volume. As attention is focused on innovative work at the interface of dialect description and theoretical explanation, the book is more succinct in its treatment of applied themes, which are given complementary coverage in other works.

This book questions assumptions about the nature of language. Looking at diverse contexts from sign languages in Indonesia to literacy practices in Brazil, the authors argue that unless we change and reconstitute the ways in which languages are taught and conceptualized, language studies will not be able to improve the social welfare of language users.

This book brings together two types of varieties of English that have so far been treated separately: postcolonial and non-postcolonial Englishes. It examines these varieties of English against the backdrop of current World Englishes theory, with a special focus on the extra- and Intra-Territorial Forces (EIF) Model. Bringing together a range of distinguished researchers in the field, each chapter tests
the validity of this new model, analyses a different variety of English and assesses it in relation to current models of World Englishes. In doing so, the book ends the long-standing conceptual gap between postcolonial and non-postcolonial Englishes and integrates these in a unified framework of World Englishes. Case studies examine English(es) in England, Namibia, the United Arab Emirates, India, Singapore, the Philippines, South Korea, Japan, Australia, North America, the Bahamas, Trinidad, Tristan da Cunha, St. Helena, Bermuda, and the Falkland Islands, Ireland, Gibraltar and Ghana.

Critical Language and Literacy Studies is an international series that encourages monographs directly addressing issues of power (its flows, inequities, distributions, trajectories) in a variety of language- and literacy-related realms. The aim with this series is twofold: (1) to cultivate scholarship that openly engages with social, political, and historical dimensions in language and literacy studies, and (2) to widen disciplinary horizons by encouraging new work on topics that have received little focus (see below for partial list of subject areas) and that use innovative theoretical frameworks. The collection contains the first 15 volumes in the series. This collection is available by special order only. Please email info@multilingual-matters.com for order queries.

Taking a critical perspective, and using postcolonial paradigms, the authors draw on the experiences of students in Oaxaca, Mexico, to examine the issues raised by postcolonial English. This book is intended for scholars and students in applied linguistics, cultural anthropology, and cultural studies. (Education/Teaching)

This book investigates the “collision” or “synthesis” that occurs between people when cultures are shared and reconstructed in different contexts and result in hybridity. By focusing on transcultural flows the authors acknowledge the hybridity in educational concepts and practices that emerge as a result of relationships and processes that occur inside and outside of the classroom as people and their cultures come together.

This book advances and broadens the scope of research on
conceptual metaphor at the nexus of language and culture by exploring metaphor and figurative language as a characteristic of the many Englishes that have developed in a wide range of geographic, socio-historical and cultural settings around the world. In line with the interdisciplinary breadth of this endeavour, the contributions are grounded in Cognitive (Socio)Linguistics, Conceptual Metaphor Theory, and Cultural Linguistics. Drawing on different research methodologies, including corpus linguistics, elicitation techniques, and interviews, chapters analyse a variety of naturalistic data and text types, such as online language, narratives, political speeches and literary works. Examining both the cultural conceptualisations underlying the use of figurative language and the linguistic-cultural specificity of metaphor and its variation, the studies are presented in contexts of both language contact and second language usage. Adding to the debate on the interplay of universal and culture-specific grounding of conceptual metaphor, Metaphor in Language and Culture across World Englishes advances research in a previously neglected sphere of study in the field of World Englishes.

This volume provides a first systematic, comprehensive account of English in Southeast Asia (SEA) based on current research by leading scholars in the field. The volume first provides a systematic account of the linguistic features across all sub-varieties found within each country. It also has a section dedicated to the historical context and language planning policies to provide a background to understanding the development of the linguistic features covered in Part I and, finally, the vibrancy of the sociolinguistic and pragmatic realities that govern actual language in use in a wide variety of domains such as the law, education, popular culture, electronic media and actual pragmatic encounters are also given due coverage. This volume also includes an extensive bibliography of works on English in SEA, thus providing a useful and valuable resource for language researchers, linguists, classroom educators, policy makers and anyone interested in the topic of English in SEA or World Englishes as a whole.

A lingua franca perspective into English language teaching in Brazil has only recently take flight. As an emerging economy, the country faces enormous challenges when it comes
to language education in schools, where English has traditionally been taught as a foreign language. This collection brings the perspectives of academics and language practitioners in their efforts to incorporate an ELF approach into teacher education, thus offering a voice sorely missed in the international community interested in developing new approaches to English in a global world.

The recent cases of Doris Kearns Goodwin and Kaavya Viswanathan demonstrate that plagiarism is a hot-button issue. It is also pervasive, occurring in universities, four-year colleges, community colleges, and secondary schools. In graduate programs, international classrooms, and multicultural classrooms. In writing centers and writing-across-the-curriculum programs. In scholarly publications and the popular media. How do we understand a literacy practice that is simultaneously so abhorred and so present in the lives of both beginning and advanced writers, students, and Pulitzer Prize winners? Pluralizing Plagiarism offers multiple answers to this question - answers that insist on taking into account the rhetorical situations in which plagiarism occurs. While most scholarly publications on plagiarism mirror mass media's attempts to reduce the issue to simple black-and-white statements, the contributors to Pluralizing Plagiarism recognize that it takes place not in universalized realms of good and bad, but in specific contexts in which students' cultural backgrounds often play a role. Teachers concerned about plagiarism can best address the issue in the classroom - especially the first-year composition classroom - as part of writing pedagogy and not just as a matter for punishment and prohibition. Pluralizing Plagiarism opens a productive dialogue about what is at stake in plagiarism - one that approaches the topic with students rather than for or about them. Leading the way toward curricular reform, its contributors take student work seriously and, therefore, encourage teachers to take student writing and learning seriously.

How can you teach the English language to global English speakers? Can English be taught as an international language? Is it worth teaching? Isn't it more proper and profitable to learn a standard variety of English? How realistic and useful is the identification of an EIL/ELF variety? Can an EIL/ELF standard be identified? These are some of the questions the present volume has addressed with
the contribution of some of the most qualified scholars in the field of English linguistics. The book is divided into four sections. The first part deals with the definition of English as an international language and English as a lingua franca. Section two takes six different teaching issues into consideration. The third section examines some learning issues and the last part of the volume debates the relationship between teacher and student in an English as a lingua franca environment.

Global Englishes and Change in English Language Teaching analyses the impact of current ELT practice, bringing together research from the fields of Global Englishes and ELT to provide suggestions for the implementation of a Global Englishes for Language Teaching curriculum. Calling for a critical re-examination of ELT to ensure that classroom practice reflects how the English language functions as a lingua franca, this book: highlights that multilingualism, not monolingualism, is the norm in today's globalised world, and that 'non-native' English speakers far outnumber 'native' English speakers; showcases the author’s research into English language learner attitudes towards English and ELT in relation to Global Englishes; makes practical suggestions for pedagogical change within ELT. Global Englishes and Change in English Language Teaching is key reading for postgraduate students and researchers in the fields of TESOL/ELT and Global Englishes.

English is now a global phenomenon no longer defined by fixed territorial, cultural and social functions. The Routledge Companion to English Studies provides an authoritative overview of the subject area. Taking into account the changing conceptualisations of English, this Companion considers both historical trajectories and contemporary perspectives whilst also showcasing the state-of-the-art contributions made by the established scholars of the field. The Routledge Companion to English Studies: provides a set of broad perspectives on English as a subject of study and research highlights the importance of the link between English and other languages within the concepts of multilingualism and polylingualism investigates the use of language in communication through the medium of digital technology covering key issues such as Digital Literacies, Multimodal Literacies and Games and Broadcast Language explores the role of English in education taking account of
social, ethnographic and global perspectives on pedagogical issues. This collection of thirty-four newly commissioned articles provides a comprehensive and up-to-date picture of the dynamic and diverse field of English Studies and will be an invaluable text for advanced students and researchers in this area.

This book is an invaluable resource for anyone interested in researching or just learning more about the changing role and status of English across Europe. The status of English today is explained in its historical context before the authors present some of the key debates and ideas relating to the challenge English poses for learners, teachers, and language policy makers.

This book critically examines South Korean English teachers’ awareness of and attitude towards eight varieties of English and how they respond to the proposal of a World Englishes approach in their teaching practice. It showcases the deeply rooted favouritism towards American English and illustrates how relevant challenges arising from this attitude can be addressed to meet the changing needs of future participants in international contexts. This book argues that disclosing and questioning the hidden discursive practices embedded in the English education policy in South Korea may be the first step in raising awareness of and in changing negative attitudes towards embracing diversified Engliishes. The findings are systemically discussed in relation to the implications that researching awareness and attitude has for pedagogical considerations and for teacher training. This book aims to contribute to the field of WE, where studies relating to the South Korean context are largely limited.

A much-cited and highly influential text by Alastair Pennycook, one of the world authorities in sociolinguistics, The Cultural Politics of English as an International Language explores the globalization of English by examining its colonial origins, its connections to linguistics and applied linguistics, and its relationships to the global spread of teaching practices. Nine chapters cover a wide range of key topics including: international politics, colonial history, critical pedagogy, postcolonial literature. The book provides a critical understanding of the concept of the ‘worldliness of English’, or the idea that English can never be removed from the social, cultural, economic or
political contexts in which it is used. Reissued with a substantial preface, this Routledge Linguistics Classic remains a landmark text, which led a much-needed critical and ideologically-informed investigation into the burgeoning topic of World Englishes. Key reading for all those working in the areas of Applied Linguistics, Sociolinguistics and World Englishes.

In this book, leading scholars in the field of World Englishes (WE) offer fresh perspectives in re-thinking issues on the use of English as a global language in an interconnected world. Established as a legitimate field of study, WE offers a conceptual framework which has influenced scholarship in many related disciplines: contact linguistics, postcolonial Englishes, English as a lingua franca, English as an international language, and applied linguistics. This seminal volume will have an excellent balance between theoretical and empirical works focusing on scholarship that has arisen in relation to the Kachruvian Three Concentric Circles model. This book covers topics such as state-of-the-art review of WE, WE and contact linguistics, post-colonial Englishes, English as a Lingua Franca, English as an International Language, WE and applied linguistics, language measurement and testing in WE, language policy and management, language education and dynamic ecologies, language typology, WE as a new canon, WE and corpus linguistics, WE and multimodalities, and makes predictions about the future of WE. It contains a comprehensive and up-to-date bibliography of major works published in the field.

This book explores the topics of English accents and pronunciation. It highlights their connections with several important issues in the study of English in the world, including intelligibility, identity, and globalization. The unifying strand is provided by English pronunciation models: what do these models consist of, and why? The focus on pronunciation teaching is combined with sociolinguistic perspectives on global English, and the wider question asked by the book is: what does it mean to teach English pronunciation in a globalized world? The book takes Hong Kong – ‘Asia’s World City’ – as a case study of how global and local influences interact, and of how decisions about teaching need to reflect this interaction. It critically examines existing approaches to global English, such as
World Englishes and English as a Lingua Franca, and considers their contributions as well as their limitations in the Hong Kong context. A data-based approach with quantitative and qualitative data anchors the discussion and assists in the development of criteria for the contents of pronunciation models. English Pronunciation Models in a Globalized World: Accent, Acceptability and Hong Kong English discusses, among other issues: Global English: A socio-linguistic toolkit Accents and Communication: Intelligibility in global English Teaching English Pronunciation: The models debate Somewhere Between: Accent and pronunciation in Hong Kong Researchers and practitioners of English studies and applied linguistics will find this book an insightful resource.

This volume explores the global spread of English or global Englishes, and English as a Lingua Franca (ELF), focusing specifically on Asian Englishes. It is unique in the range of diverse perspectives across the languages and cultures by its contributors.

Located at the intersection of sociolinguistics and Hip Hop Studies, this cutting-edge book moves around the world—spanning Africa, Asia, Australia, the Americas and the European Union—to explore Hip Hop cultures, youth identities, the politics of language, and the simultaneous processes of globalization and localization. Focusing closely on language, these scholars of sociolinguistics, linguistic anthropology, cultural studies, and critical pedagogies offer linguistic insights to the growing scholarship on Hip Hop Culture, while reorienting their respective fields by paying closer attention to processes of globalization and localization. The book engages complex processes such as transnationalism, (im)migration, cultural flow, and diaspora in an effort to expand current theoretical approaches to language choice and agency, speech style and stylization, codeswitching and language mixing, crossing and sociolinguistic variation, and language use and globalization. Moving throughout the Global Hip Hop Nation, through scenes as diverse as Hong Kong’s urban center, Germany’s Mannheim inner-city district of Weststadt, the Brazilian favelas, the streets of Lagos and Dar es Salaam, and the hoods of the San Francisco Bay Area, this global intellectual cipha breaks new ground in the ethnographic study of language and popular culture.
Linguistic Anthropology: A Reader is a comprehensive collection of the best work that has been published in this exciting and growing area of anthropology, and is organized to provide a guide to key issues in the study of language as a cultural resource and speaking as a cultural practice. Revised and updated, this second edition contains eight new articles on key subjects, including speech communities, the power and performance of language, and narratives. Selections are both historically oriented and thematically coherent, and are accessibly grouped according to four major themes: speech community and communicative competence; the performance of language; language socialization and literacy practices; and the power of language. An extensive introduction provides an original perspective on the development of the field and highlights its most compelling issues. Each section includes a brief introductory statement, sets of guiding questions, and list of recommended readings on the main topics.

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