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Lingua di pubblicazione	Inglese
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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Chapter 1: Introductions: Why study globalization and culture through English language learning and teaching in China? -- Chapter 2: Global and local citizens and the creation of a teaching community at CSU -- Chapter 3: Change, tradition, and moral education in CSU teacher roles -- Chapter 4: "My name is Money": English names and creative play inside and outside the classroom -- Chapter 5: Individualism, voice, and self-assessment in the advanced academic writing course -- Chapter 6: "It's like some kinds of skills like swim[ing]. You know it but you don't use it": (Dis)connections between university teaching reforms and the lives of recent graduates -- Chapter 7: Conclusions: Moving

beyond the enduring dichotomies in ELT.

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Sommario/riassunto

Based on ethnographic and policy data collected over a ten-year span at a university in the People's Republic of China, this book analyses the history of English Language Teaching (ELT) policies in Chinese higher education. The book uses the university as a lens in which to investigate the creative imaginations and divergent (re)appropriations of teaching methods, learning materials, and language use in the Chinese ELT context. Book chapters move beyond mere descriptions of tensions and point to the local understandings and practices of English teachers (both local and foreign) and students. Working together, these teachers and students are constantly articulating new social and political conditions and meanings outside and inside given discourses and traditions of ELT. The book's main argument is that these multiple stakeholders must be given a more prominent role in shaping policy and curriculum at universities and other English language contexts around the world.

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