

1. Record Nr.	UNINA9910299510503321
Titolo	Conceptual Shifts and Contextualized Practices in Education for Glocal Interaction : Issues and Implications // edited by Ali Fuad Selvi, Nathanael Rudolph
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2018
ISBN	981-10-6421-0
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (VII, 245 p. 16 illus.)
Collana	Intercultural Communication and Language Education, , 2520-1735
Disciplina	428.0071
Soggetti	Language and education Applied linguistics Language Education Applied Linguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Introduction: Conceptualizing and Approaching "Education for Glocal Interaction" -- Part I Global Tensions: Negotiation and Construction of Education Attending to the Local and Glocal -- Teaching Foreign Language in the Glocal Contact Zone: The Case of France and China -- Haiti's Language in Education Policy: Conflicting Discourses at Local Level -- A Glocalized or Globalized Edition? Contextualizing Gender Representation in EFL Textbooks in Saudi Arabia: A Critical Discourse Analysis Perspective -- ELF-aware Pre-Service Teacher Education Promoting Future English Language Teachers' Construction of Professional Identities in Turkey -- Glocal Experiences in your own Backyard: Teacher Candidates Developing Understanding of Equity, Diversity, and Social Justice -- Part II Attending to the Contextualized, Glocal Negotiations of Identity and Instruction in Approaches to the "Classroom" -- Co-Producing Glocal Knowledge: Possibilities of International Education Courses in Japan -- Education for Glocal Interaction Beyond Essentialization and Idealization: Classroom Explorations and Negotiations -- Complementary and Contradictory Vissions of Epistemic Justice in World Englishes Graduate Seminars: A Dialog -- Local Languages as a Resource in (Language) Education -- Contexts of English Language Teaching as Glocal Spaces -- Afterword.

Sommario/riassunto

This book employs the realm of English Language Teaching (ELT) as a discursive point of departure to explore how individuals, groups, entities and institutions apprehend, embrace, deal with, manipulate, problematize and resist glocal flows of people, ideas, information, goods, and technology. It apprehends and attends to tensions arising from the fluidly local-global construction and negotiation of borders of identity and interaction within a diverse array of contexts and English education therein. These tensions, whether conceptual or pedagogical, may arise in and through governmental and institutional policymaking, teacher training, or curriculum and materials development, and in the learning experience both within and beyond the classroom, as teachers and students engage with course content and each other.
