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Autore	Appleby Roslyn
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Nota di contenuto	Frontmatter -- Contents -- List of Figures -- Acknowledgements -- Preface -- Introduction: This is Where it Crashed and Burned -- Chapter 1. Models of Development and English Language Teaching -- Chapter 2. Time and Space in English Language Teaching, Gender and Development -- Chapter 3. Spatial Context: East Timor, Indonesia and Australia -- Chapter 4. Being There: Teachers' Spatial Engagements with Development Contexts -- Chapter 5. It's a Bubble: English Language Teaching Practices in Development -- Chapter 6. Doing the Washing Up: Teaching and Gender in Development -- Chapter 7. Conclusion: Spatial Practices in the Contact Zone -- Appendix A. Teachers and Projects -- Appendix B. Transcription Codes -- References -- Index
Sommario/riassunto	For believers in the power of English, language as aid can deliver the promise of a brighter future; but in a neocolonial world of international development, a gulf exists between belief and reality. Rich with echoes of an earlier colonial era, this book draws on the candid narratives of white women teachers, and situates classroom practices within a broad

reading of the West and the Rest. What happens when white Western men and women come in to rebuild former colonies in Asia? How do English language lessons translate, or disintegrate, in a radically different world? How is English teaching linked to ideas of progress? This book presents the paradoxes of language aid in the twenty-first century in a way that will challenge your views of English and its power to improve the lives of people in the developing world.
