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Nota di contenuto	Frontmatter -- Contents -- Acknowledgements -- Contributors -- Abbreviations -- 1. English as an International Language: An Overview -- 2. English as a Lingua Franca, 'Non-native Speakers' and Cosmopolitan Realities -- 3. Teaching English as an International Language (EIL) in the Gulf Corporation Council (GCC) Countries: The Brown Man's Burden -- 4. EIL, Native-speakerism and the Failure of European ELT -- 5. Researching Non-native Speakers' Views Toward Intelligibility and Identity: Bridging the Gap Between Moral High Grounds and Down-to-Earth Concerns -- 6. Attitudes Towards English as an International Language: The Pervasiveness of Native Models Among L2 Users and Teachers -- 7. 'I Thought I was an Easterner; it Turns Out I am a Westerner!': EIL Migrant Teacher Identities -- 8. Global Warning? West-based TESOL, Class-Blindness and the Challenge for Critical Pedagogies -- 9. Desirable But Not Necessary? The Place of World Englishes and English as an International Language in English Teacher Preparation Programs in Japan -- 10. Imperialism of International Tests: An EIL Perspective -- 11. Broadening the ELF Paradigm: Spoken English in an International Encounter -- 12. Pragmatics and EIL Pedagogy -- 13. Cultural Conceptualizations in

English as an International Language -- 14. English as the International Language of Scholarship: Implications for the Dissemination of 'Local' Knowledge -- 15. Local or International Standards: Indigenized Varieties of English at the Crossroads -- Index

Sommario/riassunto

The rapid global spread of the English language has serious linguistic, ideological, socio-cultural, political, and pedagogical implications as it creates both positive interactions and negative tensions between global and local forces. Accordingly, debate about issues such as the native/non-native divide, the politics of an international language, communication in a Lingua Franca, the choice of a model for ELT, and the link between English and identity(ies) has stimulated scholarly inquiry in an unprecedented way. The chapters in this volume revisit, challenge, and expand upon established arguments and positions regarding the politics, policies, pedagogies, and practices of English as an international language, as well as its sociolinguistic and socio-psychological complexities.

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Sommario/riassunto

The process of carrying out a research and intervention proposal with a community and families in the municipality of Granada, specifically in

the Bello Horizonte sector, has a background related to the history and positioning of a group of professionals and practitioners who, during the recent years, with the support of institutions and the University of Antioquia, have been carrying out social interventions in different sectors of the municipality, both rural and urban, with different populations: women, children, young people, constituting “a psychosocial team.”

In this specific proposal, fabrics were generated from their past and present experiences, having as a priority the community's participation, possibilities, and strengths, giving rise to this construction. La realización de una propuesta de investigación e intervención con una comunidad y las familias del municipio de Granada, específicamente en el sector Bello Horizonte, tiene un antecedente relacionado con la historia y el posicionamiento de un grupo de profesionales y practicantes que, durante los últimos años, con apoyo de la institucionalidad y de la Universidad de Antioquia, han estado realizando intervenciones sociales en diferentes sectores del municipio, tanto rurales como urbanos, con diferentes poblaciones: mujeres, niños, jóvenes, constituyendo “un equipo psicosocial”.

En esta propuesta específica se generaron tejidos desde sus vivencias y experiencias pasadas y presentes, teniendo como prioridad la participación, posibilidades y fortalezas de la comunidad dando lugar a esta construcción.
