

1. Record Nr.	UNISA996571851303316
Titolo	English Language Teaching in South America : Policy, Preparation and Practices // Lía D. Kamhi-Stein, Gabriel Díaz Maggioli, Luciana C. de Oliveira
Pubbl/distr/stampa	Blue Ridge Summit, PA : , : Multilingual Matters, , [2017] ©2017
ISBN	1-78309-797-3 1-78309-796-5
Descrizione fisica	1 online resource (262 pages) : illustrations
Collana	Bilingual Education & Bilingualism
Disciplina	428.0071/08
Soggetti	Language policy - South America English language - Study and teaching - South America Education, Bilingual - South America South America Languages Political aspects South America Languages
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Acknowledgments -- Contributors -- Introduction -- 1. English Language Teaching Expansion in South America: Challenges and Opportunities -- 2. Ideologies and Discourses in the Standards for Language Teachers in South America: A Corpus-Based Analysis -- 3. Language Policy and Language Practice in Uruguay: A Case of Innovation in English Language Teaching in Primary Schools -- 4. Language Teaching in the Brazilian Changing Scenario of Language Education Policies -- 5. Teacher Educational Reform: The Case in Ecuador -- 6. What Happens with English in Chile? Challenges in Teacher Preparation -- 7. Integrating Technology in Argentine Classrooms: The Case of a Buenos Aires Teacher Education School -- 8. Examining Teacher Perspectives on Language Policy in the City of Buenos Aires, Argentina -- 9. Film as a Consciousness-Raising Tool in ELT -- 10. Students' Beliefs about Learning English as a Foreign Language at Secondary Schools in Argentina -- 11. Toward a Multimodal Critical Approach to the Teaching of EFL in Brazil -- 12.

Sommario/riassunto

This book investigates new English language policies and initiatives which have been introduced and implemented across Argentina, Brazil, Chile, Colombia, Ecuador, Uruguay and Venezuela. Chapters are organized around three themes. Chapters in the first section critically examine newly-implemented English language policies, as well as factors that contribute to and prevent the implementation of such policies. Chapters in the second section describe and analyze current teacher preparation and teacher development initiatives, in addition to the challenges and opportunities associated with such initiatives. Finally, the third section features school- and classroom-based research designed to investigate the status of English language teaching and the implementation of innovative programs. All authors have a first-hand understanding of the South American context and draw on references and resources which originate beyond Inner Circle countries. The book showcases examples of innovation and success in a variety of complex contexts and will serve as a starting point for researchers, as well as being of interest to students, policymakers and stakeholders.
