

The Accidental Asian Notes Of A Native Speaker Eric Liu

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The Native Speaker
The Native Speaker Concept
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The Emergence of the English Native Speaker
Native or Non-native speakers. Who are the better English teachers?
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Dismantling the Native Speaker Construct in English Language Teaching
The Notion of the Native Speaker Put to the Test: Recent Research Advances
Native Speakers and Native Users
The Changing Face of the “Native Speaker”
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Handbook of Research in Second Language Teaching and Learning
The Native Speaker Examined
Home World Englishes Hardback with Audio CD
Language and Mobility
Native English
World Englishes
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linguists applied linguists and language teachers all appeal to the native speaker as an important reference point but what exactly who exactly is the native speaker this book examines the native speaker from different points of view arguing that the native speaker is both myth and reality

the native speaker is often thought of as an ideal language user with a complete and possibly innate competence in the language which is perceived as being bounded and fixed to a homogeneous speech community and linked to a nation state despite recent works that challenge its empirical accuracy and theoretical utility the notion of the native speaker is still prevalent today the native speaker concept shifts the analytical focus from the second language acquisition processes and teaching practices to daily interactions situated in wider sociocultural and political contexts marked by increased global movements of people and multilingual situations using an ethnographic approach the volume critically elucidates the political nature of not claiming the native speaker status in daily life and the ways the ideology of native speaker intersects and articulates supports subverts or complicates various relations of dominance and regimes of standardization the book offers cases from diverse settings including classrooms in japan a coffee shop in barcelona secondary schools in south africa a backyard in rapa nui easter island restaurant kitchens a high school administrator s office a college classroom in the united states and the internet it also offers a genealogy of the notion of the native speaker from the time of the roman empire employing linguistic anthropological and educational theories the volume speaks not only to the analyses of language use and language policy planning and teaching but also to the investigation of wider effects of language ideology on relations of dominance and institutional and discursive practices

essay from the year 2017 in the subject didactics for the subject english pedagogy literature studies language english abstract for decades there has been a widespread assumption in the field of english language education that native speakers are better teachers they are said to speak unaccented english understand and use idiomatic expressions fluently and completely navigate the culture of at least one english dominant society as a result nonnative english speaking educators have found themselves often implicitly and sometimes explicitly discriminated against native speakers of english around the world 80 per cent of english language teachers are non native speakers of english but native speakers of english are usually given more value they find it easier to get a job as an english teacher and get in general better payed they are seen as belonging to a higher professional status than non native speakers it is said that as native speakers grew up speaking english they are more acquainted with the language and with that provide a better language education to their students

the native speaker is one of the central but at the same time most controversial concepts of modern linguistics with regard to english it became especially controversial with the rise of the so called new englishes where reality is much more complex than the neat distinction into native and non native speakers would make us believe this volume reconstructs the coming into being of the english native speaker in the second half of the nineteenth century in order to probe into the origins of the problems surrounding the concept today a corpus of texts which includes not only the classics of the nineteenth century linguistic literature but also numerous lesser known articles from periodical journals of the time is investigated by means of historical discourse analysis in order to retrace the production and reproduction of this particularly important linguistic ideology

seminar paper from the year 2008 in the subject didactics for the subject english miscellaneous grade 1 language english abstract in today s globalised world language knowledge becomes more and more important for good and skilled communication especially the knowledge of one language the world language english is necessary to be competitive and able to communicate worldwide the status of english as a world language is obviously due to its large amount of native speakers all over the world but also its simplicity in grammar structure and vocabulary makes it to one of the most important languages in the world there are approximately 380 million native speakers of english and more than 700 non native speakers of english all over the world which results in large parts of today s communication taking place in english thus good english language knowledge is a precondition for many jobs and educations this places great importance on today s english language education it has to be of high quality and learners have to acquire the language as good and as fast as possible but who can perform the job of an english teacher best there has been lots of discussion in the past years about whether native or non native speakers are better at language teaching due to globalisation also the amount of english teachers available is rising steadily today s english teachers come from a broad range of different countries and thus have differing cultural and linguistic backgrounds those backgrounds have again influence on the teachers teaching styles and methods and their general understanding of the teaching context and their students moreover today s english teachers have different levels of knowledge of the target language and culture in this paper i will thus have a look at the following question native speakers of english or non native speakers of english who are the better english teachers native speakers on the one hand know their language perfectly faultlessly and naturally non natives on the other hand are more familiar with the students language learning process and have a better understanding of the learners needs thus who is the ideal language teacher for the challenging task of teaching the world language english

no detailed description available for a festschrift for native speaker

this edited volume provides a set of cutting edge research on native speakerism and how the concept of the native speaker is still present in the teaching of english as a global language the chapters each take a critical stance on the concept of native speaker and thus deconstruct it so that the reader can construct their own vision of language use language acquisition and language teaching in an unbiased way detached from myths and fallacies that have permeated in language education up until today though this book is contextualized within the teaching of english as an international language its contributions and argumentations are also illuminating for any other language teaching context research included in this volume is empirical thus providing rich data to support critical argumentation and ensuring a global overview of studies conducted in asia europe and the americas a unique reference for students scholars and practitioners interested in the native speaker construct and its effect on language teachers identities general language teaching practices and advancing the field of applied linguistics chapter 1 of this book is freely available as a downloadable open access pdf at taylorfrancis.com under a creative commons attribution non commercial no derivatives cc by nc nd 4.0 license

native speakers and native users are playing the same game sharing as they do the model of the standard language

the notion of the native speaker and its undertones of ultimate language competence language ownership and social status has been problematized by various researchers arguing that the ensuing monolingual norms and assumptions are flawed or inequitable in a global super diverse world however such norms are still ubiquitous in educational institutional and social settings in political structures and in research paradigms this collection offers voices from various contexts and corners of the world and further challenges the native speaker construct adopting poststructuralist and postcolonial perspectives it includes conceptual methodological educational and practice oriented contributions topics span language minorities intercomprehension plurilingualism and pluriculturalism translanguaging teacher education new speakers language background profiling heritage languages and learner identity among others collectively the authors paint the portrait of the changing face of the native speaker while also strengthening a new global agenda in multilingualism and social justice these diverse and interconnected contributions are meant to inspire researchers university students educators policy makers and beyond

questioning the construction of the native speaker as an authority and ideal in language education this book offers a critical and accessible engagement with research problematising notions of nativeness while emphasising the interactional and ongoing nature of identity construction crossing disciplinary and geographical boundaries this book interweaves theoretical frameworks from diverse disciplines examining and challenging language ideologies that underpin and perpetuate systemic inequalities the author argues that this multidisciplinary approach can help disrupt the fixed identity categories on which the native speaker construct is based prompting a reconception of how we think about ourselves in relation to others and in relation to our position in the world chapters present different teacher models as well as specific strategies and activities to stimulate debate and encourage approaches which prioritise pedagogical competence over the native speaker ideal providing an accessible overview of complex issues along with strategic action in teacher education this book will be of interest to researchers academics and postgraduate students in the fields of language education applied linguistics teaching english to speakers of other languages tesol and teacher education teacher educators and language teachers should also benefit from this volume

although the era of european colonialism has long passed misgivings about the inequality of the encounters between european and non european languages persist in many parts of the postcolonial world this unfinished state of affairs this lingering historical experience of being caught among unequal languages is the subject of rey chow s book a diverse group of personae never before assembled in a similar manner make their appearances in the various chapters the young mulatto happening upon a photograph about skin color in a popular magazine the man from martinique hearing himself named negro in public in france call center agents in india trained to americanize their accents while speaking with customers the algerian jewish philosopher reflecting on his relation to the french language african intellectuals debating the pros and cons of using english for purposes of creative writing the translator acting by turns as a traitor and as a mourner in the course of cross cultural exchange cantonese speaking writers of chinese contemplating the politics of food consumption radio drama workers straddling the forms of traditional storytelling and mediatized sound broadcast in these riveting scenes of speaking and writing imbricated with race pigmentation and class demarcations chow suggests postcolonial languaging becomes de facto an order of biopolitics the native speaker the fulcrum figure often accorded a transcendent status is realigned here as the repository of illusory linguistic origins and unities by inserting british and post british hong kong the city where she grew up into the languaging controversies that tend to be pursued in francophone and occasionally anglophone deliberations and by sketching the fraught situations faced by those coping with the specifics of using chinese while negotiating with english chow not only redefines the geopolitical boundaries of postcolonial inquiry

but also demonstrates how such inquiry must articulate historical experience to the habits practices affects and imaginaries based in sounds and scripts

as non natives are increasingly found teaching languages particularly english both in esl and efl contexts the identification of their specific contributions and their main strengths has become more relevant than ever this volume provides different approaches to the study of non native teachers nns teachers as seen by students teachers graduate supervisors and by themselves it contributes seldom explored perspectives like classroom discourse analysis and social psychological framework to discuss conceptions of nns teachers

volume iii of the handbook of research in second language teaching and learning like volumes i and ii is a comprehensive state of the art overview of current research into social contexts of second language l2 foreign language fl teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing it differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing volume iii preserves continuity with previous volumes in its coverage of all the classical areas of research in l2 fl teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives chapter authors are all leading authorities in their disciplinary areas what s new in volume iii updates the prominent areas of research including the sub disciplines addressed in volumes i and ii and represents the disciplinary mainstays considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice captures new and ongoing developments and trends in the key areas of l2 fl teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in l2 fl teaching and learning examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication

the model of english that should be used in classrooms has long been a subject of debate this book with an accompanying audio cd describes selected varieties of world englishes and discusses the advantages and disadvantages of selecting a particular variety from the point of view of both teachers and learners it aims to examine and re evaluate concepts such as standard variety native speaker and non native speaker and to validate the role played by multilingual and multicultural english language teachers arguing that context and learner needs should determine the variety to be taught

this book looks at language in unexpected places drawing on a diversity of materials and contexts including farewell addresses to british workers in colonial india letters written from parents to their children at home a cornish anthem sung in south australia a country fair in rural australia and a cricket match played in the middle of the 19th century in south india this book explores many current concerns around language mobility and place including native speakers generic forms and language maintenance using a series of narrative accounts from a journey to southern india to eating cheese in china from playing soccer in germany to observing a student teacher in sydney this book asks how it is that language people and cultures turn up unexpectedly and how our lines of expectation are formed

do you want to speak english like a native keep reading to learn how to speak fluently you ve probably spent years trying to learn how to speak english you ve taken a class maybe an online course read a book and studied online and yet you still cannot speak english and sound like a native speaker if you ve been struggling and would like your speech to sound more natural then you have come to the right place this book will help you sound exactly like a native speaker it will teach you everything from the best techniques to the most common words and phrases that are used in the english language a preview of what you will learn the best way to learn english fluently the most common and important english phrases how to pronounce words like a native ways to build your vocabulary correctly how you can improve reading and listening skills much much more buy this book and start speaking english like a native today

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