Globalization and the Teaching and Learning of English Worldwide: An Annotated Bibliography

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This bibliography is in the following four parts:

1. Globalization: general descriptions and analyses
2. Globalization and the English language; pedagogical and political issues related to "world Englishes"
3. Globalization: impact on English language learning and teaching
4. New media and its impact on English language learning and teaching

Entries in each section begin with published works, including publicly available web resources.   These are arranged chronologically in order to clarify relationships among sources and the ways in which discussions of these topics have developed over time.

The published sources are followed in some sections by references to presentations at the international TESOL (Teachers of English to Speakers of Other Languages) convention held in Boston in March of 2010.

Hyperlinks in this bibliography were active as of January 19, 2011.

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1. GLOBALIZATION: GENERAL DESCRIPTIONS AND ANALYSES

The word "globalization" does not mean the same thing to everyone, and there are various attempts to define and describe it in the literature.

There is general agreement that we are living in a time of profound and rapid changes in the kinds of connections that exist between nations and peoples in different parts of the world. There is less agreement about the exact nature of those changes. And when it comes to the question of whether the changes are good, bad, or mixed, disagreements become greater still and at times contentious.

Giving a name to something is not the same as understanding it. It is important to remember – and easy to forget – that "the map is not the territory," and that "globalization" is a *construct*. The word "globalization" is like the word "intelligence"; it does not refer to a single thing we can observe directly, but it *does* refer to something complex and multi-faceted, the *existence* of which is agreed on by almost everyone even though there are disagreements about just what that something is.

"Globalization" is a convenient and useful single word used to refer to a great number of things we can see taking place in the word today and to suggest *interconnected relationships* among all those things. But any discussion of globalization inevitably involves not just denotation or description, but also interpretation – which can be controversial.

The works cited in this section give a representative sample of the diversity of viewpoints and the controversies in the literature about the nature, history, effects, and consequences of globalization.

1a. Published works

[1a] 2002

Hopkins, A.G. (Ed.) (2002). *Globalization in World History*. New York: Norton. *This is a collection of articles by various historians. As a whole, the volume is intended to counter what the authors see as a mistaken tendency for "globalization" to be thought of as a recent phenomenon originating primarily in the West and especially in the U.S. The authors focus on various cultures, and on trends going back centuries.*

Sacks, Jonathan (2002; Second edition, 2003). *The Dignity of Difference: How to Avoid the Clash of Civilizations*. New York: Continuum. **RECOMMENDED.** *The author is the Chief Rabbi of the United Hebrew Congregations of the British Commonwealth and a noted author and lecturer.* "This is a book about globalization, the challenges it raises, the good it brings, the suffering it causes, the resistances and resentments it generates. There have been many books written about the emerging global landscape, but all too

few about the moral and spiritual issues involved. Yet these are among the most important we must face if we are to enhance human dignity, improve the chances of peace and avoid Samuel Huntington's prediction of a clash of civilizations." *(p. 2). Sacks argues that we desperately need tolerance, understanding, and communication in an age when our cultural and religious differences can easily become a source of conflict and violence.*

[1a] 2003

Steger, Manfred (2003; 2nd edition, 2009). *Globalization*. New York: Sterling (Brief Insights Series.) [Reprint with additional illustrations of Steger, *Globalization: A Very Short Introduction,* 2nd Edition, (2009), Oxford: Oxford University Press.] **HIGHLY RECOMMENDED.** *An extremely useful and insightful book. The author, a professor of politics and government, summarizes the controversies about how "globalization" should be defined and understood, traces the history of globalization, and presents his own analysis in which globalization has several different dimensions: economic, political, cultural, and ecological. A chapter on "Ideologies of Globalization" deals with* "globalisms – *ideologies that endow the concept of globalization with particular values and meanings" (124). Among these is "market globalism," a viewpoint to which Friedman (2005, rev. 2007) clearly subscribes. In his second (2009) edition Steger briefly mentions Friedman's work.*

[1a] 2004

Young, Rick, producer and director (November 16, 2004). *Is Wal-Mart Good for America?* PBS *Frontline* documentary. Streaming video and transcript for complete program available online at http://www.pbs.org/wgbh/pages/frontline/shows/walmart/. **RECOMMENDED**. *This is a well-made documentary, which I used in an ESL composition class as a supplement to the book by Fishman (2006). Since my students were international students, and several of them were from China, I suggested that instead of asking "Is Wal-Mart good for America?" they should try to decide whether Wal-Mart is good for their own countries – or for the world in general.*

[1a] 2005

Friedman, Thomas L. (2005; "Further Updated and Expanded" Edition, 2007). *The World Is Flat: A Brief History of the Twenty-First Century.* New York: Picador / Farrar, Strauss and Giroux. **RECOMMENDED WITH RESERVATIONS.** *Thomas Friedman's book is important because it has been widely read and has influenced the way many people think about globalization. Friedman, a reporter and columnist for the* New York Times, *is at his best when writing about what he has seen and heard in his travels around the world. What he says by way of analysis and interpretation of globalization is more controversial. Friedman emphasizes the positive effects of globalization, and is a self-avowed strong believer in free markets. He has been criticized by some, e.g. Aronica and*

Ramdoo (2006), Ruppel Shell (2009), Steger (2003), Sonntag (2003; cited below, section 2a), and Kumaravadivelu (2008; cited below, section 3a), for saying very little about the negative effects of globalization and very little about the ways in which the positive effects he writes about are being experienced much more by some people around the world than by others. For example, Sonntag (p.10) writes: "The problem with Friedman's conception of [global economic integration and] democracy is that it is excessively restricted to global elites."

[1a] 2006

Aronica Ronald, and Mtetwa Ramdoo (2006). *The World is Flat?: A Critical Analysis of the New York Times Bestseller by Thomas Friedman*. Tampa, FL: Meghan-Kiffer Press. **NOT RECOMMENDED.** *The authors describe Friedman's book* The World Is Flat *(2005, rev. 2007) as "dangerous" and go through it chapter by chapter pointing out what they see as omissions, distortions, and inaccuracies. Aronica and Ramdoo write in a popular, chatty, occasionally sarcastic style as they make their points; their book is more a polemic than a scholarly critique of Friedman. I have not been able to find more information about the authors than what is included in the book. Without further explanation, Aronica is identified as "a business analyst and consultant to business and governmental organizations" and Ramdoo as "an independent research analyst." Most of the citations at the end of the book are from internet sources. For more insightful critiques of Friedman, see Steger (2003), Sonntag (2003; cited below, section 2a), and Kumaravadivelu (2008; cited below, section 3a).*

Fishman, Charles (2006). *The Wal-Mart Effect: How the World's Most Powerful Company Really Works – and How It's Transforming the American Economy*. New York: Penguin Books. **RECOMMENDED.** *This bestselling book by a prominent business journalist paints a vivid picture of how the effects of Wal-Mart's size and power are felt around the globe:*

> Wal-Mart isn't just a store, or a huge company, or a phenomenon anymore. Wal-Mart shapes where we shop, the products we buy, and the prices we pay — even for those of us who never shop there. It reaches deep inside the operations of the companies that supply it and changes not only what they sell, but also changes how those products are packaged and presented, what the lives of the factory workers who make the products are like — it even sometimes changes the countries where those factories are located. Wal-Mart reaches around the globe, shaping the work and the lives of people who make toys in China, or raise salmon in Chile, or sew shirts in Bangladesh, even though they may never visit a Wal-Mart store in their lives. *(p. 5)*

Fishman's book works well for classroom use; I used selections from it successfully in one of my ESL composition courses, along with various internet resources relating to Wal-Mart, e.g. Young (2004).

[1a] 2007

Sacks, Jonathan (2007). "The Dignity of Difference." Lecture given at MIT. Streaming video. http://mitworld.mit.edu/video/502. **RECOMMENDED.** *A 90 minute video of a lecture based on Sacks' 2002 book of the same name, cited above. The main points of the book are summarized, with some ideas not in the book. The video includes a question and answer period at the end of the lecture.*

[1a] 2008

Chang, Leslie T. (2008). *Factory Girls: From Village to City in a Changing China*. New York: Spiegel & Grau. **HIGHLY RECOMMENDED.** *The great strength of this book is that it gives a human face to globalization. When the author was a correspondent in China for the* Wall Street Journal*, she befriended a number of the workers, mostly young women, who have migrated to the factory cities in the south in search of better lives. Chang writes about their personal lives and their hopes and dreams as well as about their working conditions. This is a page turner, and you come away from the book liking these young Chinese workers very, very much. They are exploited, but they are not slave labor; the situation is much more complicated than that. (I have also cited this book in section 3a of this bibliography, below.)*

Zakaria, Fareed (2008). *The Post-American World*. New York: Norton. *The author, a prominent journalist and CNN personality, argues that instead of thinking about the decline of America we should be thinking about the rise of the rest of the world. There are interesting comments here about the challenges globalization presents to America. See also citation of this book in section 2a of this bibliography, below.*

[1a] 2009

Ruppel Shell, Ellen (2009). *Cheap: The High Cost of Discount Culture.* New York: Penguin Books. *Part polemic, part investigative reporting, this book is similar in some ways to Fishman (2006) but broader in scope. Ruppel Shell analyzes the history and consequences of "America's dangerous liaison with Cheap" (p. xiii) and argues that consumers should be aware of the hidden social costs behind low price tags.*

[1a] 2010

Kasim, Hasnain (March 16, 2010). "Globalization in Pakistan: The Football Stitchers of Sialkot." Available from Spiegel Online International website, http://www.spiegel.de/international/world/0,1518,683873,00.html#ref=nlint. *An interesting article illustrating the complex effects of globalization*. "The city of Sialkot in Pakistan produces as many as 60 million hand-stitched footballs in a World Cup year. The firms here are running out of new workers since child labor was abolished. Western buyers may have a clear conscience, but the children of Sialkot now toil in the local brickworks instead."

2. GLOBALIZATION AND THE ENGLISH LANGUAGE; PEDAGOGICAL AND POLITICAL ISSUES RELATED TO "WORLD ENGLISHES"

Globalization has changed and continues to change the English language.

As several of the authors cited in the previous section of this bibliography (e.g., Hopkins, 2002; Sacks, 2002; Steger, 2003; Friedman, 2005) have noted, globalization can be seen as a process which has been going on for some time.

The English language has been in widespread use around the world for well over a century, starting with the days of the British Empire, and continuing as the United States became a political and cultural superpower. With the recent increased pace of globalization, and the resulting profound changes in the kinds of connections that exist between nations and peoples in different parts of the world, English has become even more of a world language.

The increasingly worldwide use of English raises a number of pedagogical and political issues that have to do with our understanding of the English language itself. There are issues of *description*: how should language scholars describe and analyze the many varieties of English and the many ways in which English is used throughout the world today? There are also issues of *prescription*: what kind or kinds of English should be seen and taught as legitimate varieties of the language in international contexts?

2a. Published works

[2a] 1966

Kaplan, Robert B. (1966). "Cultural Thought Patterns in Intercultural Education." *Language Learning*, *16* (1-20). Available online as a downloadable file at http://www.zhupinfan.com/5310/Kaplan.pdf. *In this article, which has been reprinted and anthologized numerous times since it was first published and which is still discussed in textbooks on teaching English as another language, Kaplan attempted to describe (with diagrams) the rhetorical patterns in expository prose characteristic of writers from different cultures. Controversies about Kaplan's ideas have focused on the danger of stereotyping individual writers by assuming, for instance, that all Asian students will write in the way Kaplan described as typically Asian. Other critiques have focused on the diagrams themselves, which suggest that English language writing (diagrammed as a straight line) is more direct than writing from other cultures. For a representative critique of Kaplan's work see Kumaravadivelu (2008, cited below, section 3a). Kaplan and the issues he raised in his 1966 article were also mentioned in presentations by Phan and Matsuda at TESOL 2010 (Larsen and others, cited below, section 2b). Kaplan himself has admitted that his original argument was oversimple but the ideas are still influential, as evidenced by the fact that "contrastive rhetoric" is now a lively area of study and research in the ESL/EFL field, with its own refereed journal.*

[2a] 1974

Conference on College Composition and Communication (1974). "Students' Right to Their Own Language." Available as a downloadable file at http://www.ncte.org/library/NCTEFiles/Groups/CCCC/NewSRTOL.pdf. *This is a resolution passed in the mid 1970s at the national convention of a major professional organization, together with an explanatory background statement, and it is a key document in the ongoing debate over whether "non-standard" varieties of English have a legitimacy of their own. The resolution affirmed "*the students' right to their own patterns and varieties of language – the dialects of their nurture or whatever dialects in which they find their own identity and style.*" The ideas in the resolution were controversial at the time and continue to be so. The resolution's emphasis was on varieties of English spoken by native speakers, but that debate is very similar to the one reflected in a number of sources in this bibliography (e.g. Jenkins, 2006, cited below) over the legitimacy of the various forms of English spoken in different countries. (Personal note: I was present at the CCCC convention where this resolution was passed. To say the floor debate before the vote was heated would be an understatement.)*

[2a] 1982

Kachru, Braj B. (1982). "Models for Non-Native Englishes." In Braj J. Kachru (Ed.), *The Other Tongue: English Across Cultures*. Urbana: University of Illinois Press. *Professor Kachru is a native of Kashmir who now teaches in the U.S. and an eminent scholar in the field of "World Englishes" (he coined the term, in fact). In this article, he explores the complexities of the question of which of the many extant varieties of English in the world should serve as a model or models of acceptable or standard English in places like South Asia where "non-native" varieties of English have come into being. Kachru concludes by advocating a "polymodel approach" which would allow for models other than British "Received Pronunciation" and "General American." This article is interesting partly for the way in which it shows Kachru working toward the concept of "three circles of English" which he first proposed in his very influential 1985 article and developed further in his book* Asian Englishes *(2005), both of which are cited below.*

[2a] 1985

Kachru, B. (1985). "Standards, Codification and Sociolinguistic Realm: The English Language in the Outer Circle." In R. Quirk and H. Widdowson (Eds.), *English in the World: Teaching and Learning the Language and Literature* (pp. 11-30). Cambridge: Cambridge University Press. **HIGHLY RECOMMENDED.** *This is the paper in which Kachru first developed his influential and widely cited model of the "three concentric circles of English" (inner, outer, and expanding). "Inner circle" countries are those where English is historically the native*

*language of the general population (such as England, the U.S., and Australia);
"outer circle" countries are those like India where England has become
institutionalized because of a history of colonialism; "expanding circle"
countries are those like China where English is being widely used today because
of globalization. Kachru stresses that these are not airtight categories. The ideas
in this paper were further developed in book length form in Kachru (2005).*

[2a] 1997

Crystal, David (1997; Second edition, 2003). *English as a Global Language*. Cambridge:
Cambridge University Press. *The author traces and offers explanations for the rise of
English as a "global language," and discusses possible scenarios for the future of
English in a world context. Crystal is criticized by Jenkins (2007a) for having a bias
toward what she calls "standard NS [native speaker] language ideology."*

[2a] 2000

Nero, Shondel J. (2000). "The Changing Faces of English: A Caribbean Perspective." *TESOL
Quarterly, 34* (3), 483-510. "This article discusses the globalization of English and the
extent to which speakers of varieties of the language such as Caribbean Creole English
(CCE) complicate the native speaker / nonnative speaker dichotomy, challenging English
language teachers to respond to the specific needs of Creole English-speaking and other
bidialectal students" *(483). The focus of the article is on speakers of Caribbean Creole
English (CCE) in U.S. schools and colleges. See also Nero's presentation in a colloquium
at TESOL 2010 (Stephan and others, cited below, section 2b).*

[2a] 2002

McKay, Sandra (2002). *Teaching English as an International Language: Rethinking Goals and
Approaches*. Oxford: Oxford University Press. [Reviewed in *TESOL Quarterly*, Summer
2003, 363-4.] *This was a useful book at the time it was published, but its main themes are
developed with more current information in more recent publications.*

[2a] 2003

Sonntag, Selma (2003). *The Local Politics of Global English*. Lanham, MD: Lexington Books.
RECOMMENDED. *The author, a political science professor, compares and contrasts
official policies and controversies concerning English and other languages in several
countries representing Kachru's (1985) "circles of English": the United States, France,
India, South Africa, and Nepal. Three pairs of concepts run through the discussions of
all these countries: "hegemony and resistance, elite and subaltern, and liberalization and
democratization" (p. 5).* "Global English represents globalization-from-above, but it also
contains the possibility for globalization-from-below, most plausibly in terms of a
democratic subaltern resistance to linguistic hegemony. Globalization pushes forward
global English hegemony, but in doing so it creates its own antithesis; Globalization

politicizes the language issue and hence 'potentializes' a reaction. … There is a single point of consensus in the debate on globalization: Whatever it is, it is complex and full of nuances*" (p. 123).*

[2a] 2005

Dauer, Rebecca M. (2005) "The Lingua Franca Core: A New Model for Pronunciation Instruction?" *TESOL Quarterly, 39* (3), 543-550. *This is a critical review of Jenkins' (2005) rationale and proposals for using an "English as a Lingua Franca" approach to teaching pronunciation based on the "Lingua Franca Core" (LFC).*

Jenkins, Jennifer (2005). "Implementing an International Approach to English Pronunciation: The Role of Teacher Attitudes and Identity." *TESOL Quarterly, 39* (3), 535-543. **RECOMMENDED.** *This qualitative study using interview data deals with one aspect of the feasibility of an "English as a Lingua Franca" approach to teaching pronunciation. Non-native speaker participants showed ambivalence, on the one hand valuing their own heritages and on the other wanting to sound like native speakers of English. See also Jenkins (2006, 2007a, 2007b).*

Kachru, Braj. (2005). *Asian Englishes: Beyond the Canon.* Hong Kong SAR, China: University of Hong Kong Press. **HIGHLY RECOMMENDED.** *In this book Kachru delivers a scholarly analysis of the contexts of Indian, Japanese, and other Asian varieties of English, and a spirited defense of the legitimacy of those and other varieties of English which exist outside the usual "canon" of the English used in "inner circle" countries such as England and America. He questions the usefulness of terms such as "native speaker," the second language / foreign language distinction, and the term "interlanguage" which is widely used in the language learning and teaching literature. See also Kachru's earlier 1982 and 1985 articles, cited above.*

[2a] 2006

Jenkins, Jennifer (2006). "Current Perspectives on Teaching World Englishes and English as a Lingua Franca." *TESOL Quarterly, 40* (1), 157-181. **RECOMMENDED.** *Review of research literature on "World Englishes" (WE) and "English as a Lingua Franca" (ELF), including discussions of various controversies. The controversies and issues discussed here seem to me to be remarkably similar to those raised by the CCCC resolution "Students' Right to Their Own Language" (1974, cited above). See also the response to this article by Prodromou (2007) and Jenkins' response to his response (Jenkins, 2007b).*

Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Mahwah, NJ: Lawrence Erlbaum. Mahwah, NJ: Lawrence Erlbaum. *In the preface to this book (p. xv), Kumaravadivelu comments that the ESL/EFL distinction is not significant to a discussion of methods:* "these distinctions are based more on proprietorial rights than on pedagogical reasoning."

[2a] 2007

Jenkins, Jennifer (2007a). *English as a Lingua Franca: Attitude and Identity.* Oxford: Oxford University Press. **RECOMMENDED.** *"*ELF is the preferred term for a relatively new manifestation of English which is very different in concept from both English as a Second Language (ESL) … and English as a Foreign Language (EFL) … Unlike ESL varieties, it is not primarily a local or contact language within national groups but between them. And unlike EFL, whose goal is in reality ENL (English as a Native Language), it is not primarily a language of communication between its NSs and NNSs but among its NNSs*" (4). Jenkins' work is controversial in the field and has provoked much discussion and debate. In this book, she argues that "English as a Lingua Franca" is a new kind of English that is developing its own norms and standards which will vary from place to place and which will not always be the same as the norms and standards of ENL (English as a Native Language), that is, the English spoken by native speakers. Her interests as a researcher are to investigate the attitudes of various speakers of English, native speakers and others, toward ELF, and to describe the emerging distinctive features of this new kind of English. She also addresses the contentious pedagogical question of whether and to what extent native speaker usage should define what is taught as normative and correct in all international contexts. Jenkins favors the idea of an ELF approach to teaching in some situations: "*ELF innovations are, I believe, as entitled to recognition as any others, be they innovations in the development of American English, Indian English, Singapore English, or whatever*" (17). However, she insists that "it is entirely for learners to decide what kind of English they want to learn" (21), and also emphasizes that the distinguishing features of ELF are still being investigated and therefore cannot yet be taught systematically (249). This book is Jenkins's most thorough exposition to date of her ideas, but see also in this bibliography Jenkins (2005, 2006, 2007b).*

Jenkins, Jennifer (2007b). "The Author Responds" [to Prodromou, 2007, cited below]. *TESOL Quarterly, 41* (2), 414-415. *In this brief response, Jenkins mentions examples of ways she believes Prodromou in his response misinterprets her ideas. She clarifies her description of English as a Lingua Franca (ELF) as both "emerging" and "emergent."*

Prodromou, Luke (2007). A Reader Responds to J. Jenkins's 'Current Perspectives on Teaching World Englishes and English as a Lingua Franca." *TESOL Quarterly, 41*(2), 409-413. *A critical review of Jenkins (2006). This short piece also discusses the meaning of "EFL" as opposed to "ESL," World Englishes, and English as a Lingua Franca.*

Shafak, Elif (2007). *The Bastard of Istanbul.* New York: Penguin Books. *This novel, written in English by a bilingual Turkish novelist, was recommended by Lisya Seloni in a colloquium at TESOL 2010 (Larsen and others, cited below, section 2b), as a useful book to make students aware that literature in English is produced by writers from many countries, and also to stimulate discussion of cultural conflicts. The novel deals with*

attitudes of Turks and Armenians toward the Armenian genocide; the Turks tend to be in denial about the history, while the Armenians tend to be obsessed by it. I found the novel to be an interesting and ambitious attempt to deal with this important topic, but although I enjoyed reading it I did not feel the attempt was completely successful.

[2a] 2008

Zakaria, Fareed (2008). *The Post-American World*. New York: Norton. *See also citation of this book in section 1a of this bibliography. There are interesting comments here about English as a world or global language.*

[2a] 2010

Chotiner, Isaac (2010). "Globish for Beginners." *The New Yorker*, Volume 86, No. 15 (May 31, 2010), 76-78. *A review of the new book* Globish *by Robert McCrum. "*Nerrière, the coiner of the term 'Globish,' tells McCrum that Globish's greatest impact will be to 'limit the influence of the English language dramatically': people won't need to learn English when they can get by with Globish*" (77). The term "Globish" is similar to but not necessarily the same as terms used in other works cited in this bibliography, for example "English as a Lingua Franca" in Jenkins (2005, 2006, 2007a, 2007b). Chotiner in this review follows the plan of McCrum's book by moving from relevant aspects of the history of the English to the current situation. McCrum is the co-author of* The Story of English*, one of the works criticized by Jenkins (2007a) for having a bias toward what she calls "standard NS [native speaker] language ideology."*

2b. Presentations at international TESOL convention, Boston, March 2010

Larsen, Ditlev, and others (2010). "Internationalization and L2 Writing: Challenging Assumptions of Dominant Literacy Models." Colloquium at TESOL 2010. Ditlev Larsen, Christine Tardy, Lisya Seloni, Danielle Zawodny Wetzel, Paul Kei Matsuda, Le Ha Phan. *Program book abstract (p. 134): "*In the continuing globalization and internationalization of English, there is a need for particular attention to the written language in terms of research on theory and pedagogy. This colloquium demonstrates that it is important the ESL/EFL teaching profession addresses diversity in literacy practices in cross-cultural English L1 and L2 writing."

Ditlev Larsen's presentation was titled "International English: Norms and Standards for ESL/EFL Writing" and questioned whether "standards" should be set worldwide by native speaker usage, and whether people in EFL contexts should look to "nativecentric" standards for writing – as they often do.

Lisya Seloni talked about making students aware that literature in English is produced by writers from many countries, including those outside the "inner circle," and described

her experiences teaching Shafak (2007), The Bastard of Istanbul *(cited above, section 2a).*

Danielle Zawodny Wetzel talked about programs at the US and Qatar campuses of Carnegie Mellon University. Speakers up to this point seemed to be talking more about varieties of English than about patterns of rhetorical organization in different languages and cultures.

Le Ha Phan, who publishes academically in both English and Vietnamese, did speak to the topic of the extent to which there are different rhetorical patterns in different cultures, a topic that has been the subject of much commentary in the language teaching field since Kaplan's 1966 article (cited above, section 2a). In her presentation, Phan said that "ownership of English is a big issue," and talked about voice, identity, organization, and excellent students who found ways to be creative and empower themselves in English Academic Writing (EAW).

Paul Kei Matsuda responded to other presenters and made good points about Kaplan, noting that his famous diagrams were so strong that people didn't notice the nuances in what he said in the text of his article and the importance he attached to teaching patterns other than the one characteristic of writing in English.

Much of what was said in this entire colloquium reminded me of the controversy over the 1974 CCCC resolution on "Students' Right to Their Own Language" (cited above, section 2a).

Matsuda, Aya, and Mary Romney, Sally Harris, Suhanthie Motha, and Lisa Harshbarger (2010). "NNESTs and Teaching English Around the World: Issues and Measures." Academic session across interest sections at international TESOL convention, Boston, March 2010. (*NOTE: The acronyms "NNEST" and "NEST" stand for "Non-native English speaking teachers" and "Native English speaking teachers" respectively.) Program book abstract (p.90):* "The presenters discuss various issues concerning the teaching of English across the globe by re-examining the current English-teaching practices in EFL contexts, NNEST and NEST teacher-training programs, adaptation to local cultures, world Englishes, and diversity in the workplace. Measures in redefining the role of TESOL are provided."

Aya Matsuda presented interesting data about what programs abroad expect of prospective teachers in terms of education and language (native speakers vs. non-native speakers) and about the results of a survey sent to program administrators regarding the validity or lack of it of the ESL/EFL distinction. One respondent was quoted as saying "Like the NS/NNS distinction, however, we should give up these silly labels, and find ways of articulating with much greater precision the important contextual aspects of language, culture, economics, and pedagogy." Matsuda expressed agreement with this view.

Sally Harris described a "relatively new" Fulbright ETA (English Language Teaching Assistant) program which "sends only <u>students</u>, not seasoned teachers," including recent university graduates, to foreign countries. This can be an interesting but challenging assignment for people just entering the language teaching profession.

Other presenters spoke about discrimination issues affecting non-native English speaking teachers and what was referred to as "nativespeakerism."

Stephan, Marinus, and Shondel Nero, Zaline M. Roy-Campbell, Milcah A Ochieng, Mabel Asante, Philomena Temu, and Khadar Bashir-Ali (2010). "Status of ESL/EFL in Africa and the African Diaspora." Colloquium at international TESOL convention, Boston, March 2010. *Program book abstract (p.203):* "Presenters will discuss pedagogical, administrative, and professional development topics related to teaching ESL/EFL in Africa and throughout the African Diaspora. Countries included in the discussion will be Grenada, Ghana, Guyana, Jamaica, Kenya, St. Lucia, Suriname, Tanzania, Trinidad and Tobago, and the USA." *This was a fascinating session although only some of it was directly related to my sabbatical project.*

Marinus Stephan of Educational Testing Service described the English language teaching situation in Suriname. There is some exposure to English available to learners through radio and cable TV but the internet is still "in its infancy" and access is difficult and expensive. Problems affecting English language teaching include a shortage of certified teachers, texts based on outdated methods such as audiolingualism, no long term government strategy for education in general, and no organizational body fighting for change and innovation.

Shondel Nero gave a presentation titled "Caribbean Creole English Speakers in New York." Her presentation focused on the often inappropriate ways in which New York City schools make decisions about whether West Indian students belong in ESL classes or classes for native speakers of English. Caribbean Creole English, she noted, is not recognized as a language separate from English by most people. Nero argued for better ways of assessing students that would recognize language variation. See also Nero (2000), cited above, section 2a.

Milcah Ochieng's presentation was titled "In Their Own Voices: Kenyan Student Writers in U.S. Universities." Although English is an official language in this multilingual nation where more than forty-five languages are spoken, "English, in most cases, is not used in the private and personal, family or emotive domains, making it difficult for most Kenyans to express their ideas in English" *(quotation from presentation handout). Ochieng had critical things to say about the kinds of English language writing instruction Kenyan students receive both in Kenya and in the U.S. as international students.*

Mabel Asante spoke on "A Question of Standards: Teaching and Learning English in Ghana."Like Kenya, Ghana is a multilingual country where English has official

language status. However, Kenya has its own distinctive variety of English. This presentation dealt with native speaker "standards" vs. local "standards" and the question of what kinds of standards or models should inform English language education in Kenya. These concerns are very similar to those addressed by Kachru (1982, 1985, 2005, all cited above, section 2a) and Jenkins (2005, 2006, 2007a, 2007b, all cited above, section 2a), among others.

Other presenters dealt with problems with policies imposed top down by policymakers out of touch with realities on the ground.

3. GLOBALIZATION: IMPACT ON ENGLISH LANGUAGE LEARNING AND TEACHING

Not surprisingly, globalization and the status of English as a world language are affecting the teaching and learning of English worldwide. The complex ways in which this is happening are suggested by the sources cited in this section of this bibliography.

Many countries are adopting national education policies which mandate curricular changes aimed at improving the teaching of English through the adoption of teaching methods more likely to help students attain communicative competence rather than just having the kind of knowledge about the language that is useful in test taking situations. However, the efforts at educational reform sometimes run into implementation difficulties. What happens in the classroom is not always what was mandated from above.

People learn languages for different reasons, and the distinction between *instrumental* and *integrative* orientations to language learning is important when discussing student motivation. An instrumental orientation means learning a language as tool, a means to an end such as career advancement, while an integrative orientation means learning a language in order to participate in the culture shared by people (not necessarily limited to native speakers) who use that language. Although there is an interest in many countries in improving the quality of English language instruction, and an increasing level of motivation among students to become proficient in English, learners' orientation sometimes tends to be instrumental rather than integrative with strong ambivalence or even negative attitudes toward English-speaking culture. The role that culture learning should play in language learning, and the extent to which a goal of language learning is to help learners develop a global cultural perspective, continues to provoke much discussion.

3a. Published works

[3a] 2000

Markee, Numa (2000). "Some Thoughts on Globalization: A Response to Warschauer." *TESOL Quarterly, 34* (3), 569-574. [Response to Warschauer, 2000.] *Markee finds Warschauer's article, published in the same issue of* TESOL Quarterly *(see citation below), valuable in the way it explores a number of issues, but suggests that in addition to Warschauer's analysis there is a need for a more complete analysis of the nature of globalization in order to better understand its effect on language teaching. He briefly sketches out some of the components of such an analysis, emphasizing sociocultural and sociopolitical contexts and effects.*

Warschauer, Mark (2000). "The Changing Global Economy and the Future of English Teaching." *TESOL Quarterly, 34* (3), 511-535. **RECOMMENDED.** *Warschauer reviews globalization trends, which he calls "informationalism," and discusses implications for English language teachers including the skills students will need in a*

changing world: "The above changes, taken together, will render ineffective curricula based strictly on syntactic or functional elements or narrowly defined tasks. Rather, project-based learning – incorporating situated practice and critical inquiry, and based on students' own cultural frameworks – will be required if students are to master the complex English literacy and communications skills required by the emerging informational economy and society" *(511). See also response to this article by Markee (2000).*

[3a] 2001

Wu, Yi'an (2001). "English Language Teaching in China: Trends and Challenges." *TESOL Quarterly, 35* (1), 191-194. **RECOMMENDED.** *Brief discussion of "dominant trends of reform" and "accompanying challenges" – in other words, what is being done and what needs to be done. Main points (subheadings in article): English language planning, teacher education, materials, assessment, research. See also citation of this article in section 4a, below.*

Yu, Liming (2001). "Communicative Language Teaching in China: Progress and Resistance." *TESOL Quarterly, 35* (1), 194-198. **RECOMMENDED.** *Good background on move from grammar-translation to Communicative Language Teaching (CLT) in China starting in the late 1970s, and continuing problems in implementing CLT. Globalization and use of new media are not discussed directly in this article.*

[3a] 2005

Braine, George (Ed.) (2005). *Teaching English to the World: History, Curriculum, and Practice.* Mahwah, NJ: Lawrence Erlbaum. **RECOMMENDED.** *A collection of essays written for this volume by writers located in the countries under discussion: Brazil, China, Germany, Hong Kong, Hungary, India, Indonesia, Israel, Japan, Lebanon, Poland, Saudi Arabia, Singapore, Sri Lanka, and Turkey. Each chapter discusses the place of English in the country's culture, the history of English language teaching and current curriculum policies there, and each contains a short section on the career of an individual English language teacher in that country.*

[3a] 2006

Hessler, Peter (2006). *Oracle Bones: A Journey through Time in China.* New York: HarperCollins. **RECOMMENDED.** *This book is based on the author's experiences and observations from the period 1999-2004 when he was a freelance journalist and then a* New Yorker *correspondent in China. I found it a very useful book for its insights into what is happening in China today and the ways in which the present is influenced by the historical past. Hessler was also an English teacher in China for a time, and the book includes interesting information about his former students and their approaches to learning English such as use of the "Special [simplified] English" broadcasts on the Voice of America.*

Ryan, Stephen (2006). "Language Learning Motivation within the Context of Globalisation: An L2 Self within an Imagined Global Community." *Critical Inquiry in Language Studies*, *3* (1), 23-45. **RECOMMENDED.** *A theoretical paper. Good material on varying views of and attitudes toward globalization and English as a global language. The significance of this article is in what it suggests about changes in the quality of students' attitudes and motivation.*

[3a] 2007

Yıldırım, Rana and Okan, Zuhal (2007). "The Question of Global English-Language Teaching: A Turkish Perspective." *Asian EFL Journal*, *9* (4), 54-66. **RECOMMENDED.** *This article is about attitudes toward English as a global or international language. Survey data showed recognition among respondents that English is a global language, and mixed reactions to that being the case.*

Much has been written on globalisation. It arouses different reactions in different people. Some regard it as an insidious way of penetration into cultures thus adopt a hostile attitude while others see it as an inescapable reality of modern times. This paper looks at the effects of globalisation in the area of English Language Teaching (ELT) with specific reference to Turkey. It begins with a conceptualization of the globalisation phenomenon in general. We then move to how it relates to linguistic concerns and its impact on how the English language is conceived. Here we deal with issues such as English as an international language (EIL), the question of ownership of such a language, the status of the native speaker as opposed to that of the non-native speaker of English, cultural content of ELT, appropriateness of methods and materials developed by Inner Circle for Turkish students. Where necessary, we refer to linguistic, cultural and teaching environment of English language teaching in Turkey, and the possible impact of the English language on the Turkish culture. In order to gain insights into the above mentioned issues in Turkish context, a questionnaire with ten open-ended questions has elicited teacher trainers' perspectives working at ELT Departments of 12 different universities in Turkey. Additionally, 10 teacher trainers at Çukurova University have been interviewed. The paper presents the data together with pedagogical, ethical and methodological considerations that are suggested with reference to Turkish context. *(Abstract, p. 54)*

[3a] 2008

Chang, Leslie T. (2008). *Factory Girls: From Village to City in a Changing China*. New York: Spiegel & Grau. *(See also citation in section 1a of this bibliography, above.)* **HIGHLY RECOMMENDED.** *Among the topics treated in this book are the efforts of some of the young migrant workers in the factories in the south of China to improve their job prospects by studying English, sometimes with very strange teaching and learning methods promoted by private language schools and programs.*

Kumaravadivelu, B. (2008). *Cultural Globalization and Language Education*. New Haven: Yale University Press. **HIGHLY RECOMMENDED** *for language teachers and others interested in teaching about different cultures. This book is full of thought-provoking insights. Kumaravadivelu reviews different ways in which the idea of "culture" has been conceptualized, and devotes chapters to thoughtful and critical analyses of three approaches to culture which he finds unsatisfactory: cultural assimilation (the "melting pot" as an ideal –but not a reality); cultural pluralism, as seen in superficial and oversimple "multicultural" curricula in many school settings; and cultural hybridity (an appealing concept that often has elitist underpinnings). As an alternative to these, Kumaravadivelu proposes "cultural realism":*

> It is my contention that in these days of cultural globalization, the edifice of an individual's identity can be constructed and reconstructed only on a strong foundation of global cultural consciousness. (46)

> To start with a formal definition, cultural realism is the notion that any meaningful cultural growth in this globalized and globalizing world is possible only if individuals, communities, and nations adopt a pragmatic approach to identity formation that entails a true understanding of the competing forces of global, national, social, and individual realities, and make a genuine attempt to translate that understanding into actionable plans. The premise of cultural realism is based on a simple and straightforward proposition that globalization, with its incessant and increased flow of peoples, goods, and ideas across the world, is creating a novel "web of interlocution" that is effectively challenging the traditional notions of identity formation of an individual or a nation. It is also resulting in an unintended and unexpected movement toward tribalization that contributes to an increase in ethnic, racial, religious, and national consciousness. (157-158)

Kumaravadivelu concludes the book with suggestions of how a "cultural realism" approach might be implemented in the language classroom.

Shim, Doobo, and Joseph Sung-Yul Park (2008). "The Language Politics of 'English Fever' in South Korea." *Korea Journal, 48* (2), 136-159. *The emphasis in this article is on the impact of globalization on language learning and teaching in South Korea. The authors adopt what they describe as a "highly critical stance toward global English" (154). The argument is made that Korean interest in English is based on the desire for advantage and prestige – in other words, learning for instrumental rather than integrative purposes (although these terms are not used).*

[3a] 2009

Lo Bianco, Joseph, Jane Orton, and Gao Yihong (Eds.) (2009). *China and English: Globalisation and the Dilemmas of Identity*. Bristol, UK: Multilingual Matters. **RECOMMENDED**. *A collection of essays exploring various ways in which the English language and the culture English represents are interacting with Chinese culture, an interaction which sometimes results in cultural dissonances experienced by Chinese learners of English. Some essays in this volume that I found to be particularly relevant to the topics focused on in this bibliography are cited separately below:*

> Gao Yihong (2009a). "Sociocultural Contexts and English in China: Retaining and Reforming the Cultural Habitus." In Lo Bianco et. al. (Eds.), pp. 56-78. **RECOMMENDED**. *Gao explains how* "government concern during most periods has been to promote the instrumental value of foreign languages and to attempt to keep out the foreign essential cultural values to the greatest extent possible*" (63). Particular attention is paid to Yu Minhong's New Oriental School (70-73); according to Gao, the school avoids potential culture clashes by emphasizing the "instrumental" or utilitarian value of English. Several of my students from China studying at Salem State University mentioned the New Oriental School in class essays about language learning.*

> Gao Yihong (2009b). "Language and Identity: State of the Art and a Debate of Legitimacy." In Lo Bianco et. al. (Eds.), pp. 101-119. *English, it is argued, is and will remain a "foreign" language in China (and China is therefore an EFL environment), but cultural identity issues nonetheless exist.*

> Li Jingyan (2009). "Motivational Force and Imagined Community in 'Crazy English.'" In Lo Bianco et. al. (Eds.), pp. 211-223. **RECOMMENDED.** *The author makes the case that the methods used in "Crazy English," a popular, commercially successful, and controversial learning program in China, are consistent with current research on effective teaching strategies to enhance student motivation.* "CE [Crazy English] practices can nurture learners' imagination, offer them a receptive community of practice and introduce 'new images of possibility and new ways of understanding one's relation to the world'" (222).

> Li Yuxia (2009). "Negotiated (Non-) Participation of 'Unsuccessful' Learners." In Lo Bianco et. al. (Eds.), pp. 241-254. **RECOMMENDED.** *Li presents case studies of three learners of English in China, focusing on their non-participation in class activities and their seeking out avenues of English use such as online computer games instead of those required in class. Li relates these behaviors to the learners' sense of self, family dynamics, perceptions of the relevance of English to their own lives and interests, and perceptions of the practice communities in which they participate at different times.*

Li Zhanzi (2009). "*Beautiful English* versus *The Multilingual Self*." In Lo Bianco et. al. (Eds.), pp. 120-136. *Two language learning autobiographies are contrasted, one by a Chinese learner of English and one by a Russian woman who emigrated to the U.S. and who therefore has a more international perspective. Li describes how* Beautiful English*, the Chinese work, emphasizes "storing for future use" as a reason for learning English, but Li notes that "for the majority of English learners, English is becoming useful in the here and now in diverse ways" (129).*

Lo Bianco, Joseph (2009). "English at Home in China: How Far Does the Bond Extend?" In Lo Bianco et. al. (Eds.), pp. 192-210. **RECOMMENDED.** *"Beyond study and scholarly publishing … retention of learned language skills requires formal maintenance activities and mobility, and generates domestic contexts of English use. … Since active English competence is limited to elite strata and privileged institutional domains, Anglophone social niches are generated that function as extranational cosmopolitan elements within overwhelmingly non-English dominant nations" (206). Because of this, Lo Blanco urges "a search for descriptive categories more satisfactory than the classical binary of EFL and ESL society" (207).*

Orton, Jane (2009). "English and the Chinese Quest" In Lo Bianco et. al. (Eds.), pp. 79-97. **RECOMMENDED.** *Making an argument similar to that made by Gao (2009a), Orton writes about how official Chinese policy has long attempted to encourage the learning of English as "just a tool" (93) while trying as hard as possible to resist "cultural imperialism."*

Hu, Guangwei (2009). "The Craze for English-Medium Education in China: Driving Forces and Looming Consequences." *English Today, 25*, pp 47-54. Available at http://journals.cambridge.org/action/displayIssue?jid=ENG&volumeId=25&issueId=04&iid=6632700. *The author explains what is meant in China by "Chinese-English bilingual education" and how it relates to China's overall development agenda, and argues that the "craze" for such programs will benefit some elite students while aggravating rather than ameliorating problems of social inequality in China.*

Li, Tian bo, and Gillian Moreira (2009). "English Language Teaching in China Today." *Journal of English as an International Language, 4*, 180-194. Available at http://www.eilj.com/2009_Index.php. **RECOMMENDED.** *An interesting and useful article about how globalization is creating more demand for English instruction in China. The author discusses economic/social contexts, changes in requirements, weaknesses in current public education (old methods, access, inequalities), and efforts to reform public education. (See also citation of this article in section 4a, below.)*

Shen Qi (2009). "Globalization of English and English Language Policies in East Asia: A Comparative Perspective." *Canadian Social Science, 5* (3), 111-120. *Quite a lot of this is basically a review of the literature. Good material but no sources after 2002.*

3b. Presentation at international TESOL convention, Boston, March 2010

Lawrick, Elena, and others (2010). "In Response to Globalization: ELT in China, Russia, and Lebanon." Presentation at international TESOL convention, Boston, March 2010. Elena Lawrick, Fatima Esseili, Cindy Torres. *Program book abstract (p. 175): "*This study examines ongoing English language education reforms in China (Asia), Russia (Eastern Europe), and Lebanon (Middle East) in light of globalization. Through comparative analysis, researchers explore how globalization influences teaching English in these Expanding Circle countries, similarities among their TEFL reforms, and socio-political reasons which account for such similarities.*" Presentations focused on changes in official curricula – and how what happens in practice is often not what happens in theory! Repeated mention was also made of the "Bologna process," a group of nations which, after over a decade of work on the project, created a new body, the European Higher Education Area (EHEA), in March of 2010. The EHEA's stated purpose is "to ensure more comparable, compatible and coherent systems of higher education in Europe" (http://www.ehea.info/).*

4. NEW MEDIA AND ITS IMPACT ON ENGLISH LANGUAGE LEARNING AND TEACHING

To get a balanced view of the impact of new technology on English language teaching and learning, we need to see the proverbial glass as half empty and half full at the same time.

There are tremendous inequalities of access, with the problem being especially severe in poor and developing nations. On the other hand, students and teachers are using new technology in a number of ways in places where they do have access.

Internet sites used by English language learners can be classified into three types: (1) sites set up by teachers for the exclusive use of students in their courses; (2) other pedagogical sites designed for English language learners that are sometimes assigned or recommended by teachers and sometimes sought out by students on their own; (3) information and entertainment sites in English that are used by native speakers and others proficient in English as well as by English language learners who are using these sites partly to improve their English. Sites in this third group may or may not have been assigned or recommended by teachers.

For the most part, published accounts of specific web based activities in English language classrooms have focused on the first two types. Some of these emphasize drill and practice activities in which students interact with computer programs, while others create opportunities for various kinds of genuine communication among students, sometimes across national or language boundaries.

Information I have gathered from my own students (many of whom are from China) and other personal contacts indicates that students are making use of new technology on their own to improve their English skills when they are motivated and when they are able to do so. Some of the sites my students have mentioned are pedagogical, such as TOEFL preparation sites or the "Special English" service of the Voice of America, but students are using non-pedagogical information and entertainment sites more often than much of the published research might indicate. Online interactive games such as Evony or Hattrick give students the chance to interact with native speakers of English who are also playing these games online. English language movies and television programs are now much more accessible than in the past and my students have mentioned numerous examples which they liked, the most frequently cited being *Friends*, *Prison Break*, and *Gossip Girls*.

4a. Published works

[4a] 2000

Warschauer, Mark (2000). "The Changing Global Economy and the Future of English Teaching." *TESOL Quarterly, 34* (3), 511-535. **RECOMMENDED.** *Warschauer calls attention to "the digital divide" as an issue (524-526). See also citation of this article in section 3a, above.*

[4a] 2001

Sengupta, Sima. "Exchanging Ideas with Peers in Network-Based Classrooms: An Aid or a
        Pain?"*Language Learning & Technology* [online refereed journal], 5.1 (2001): 103.
        Available online at http://llt.msu.edu/vol5num1/sengupta/default.html.
        RECOMMENDED. *Published abstract:*

> Computer-mediated communication can be a powerful tool towards literacy
> development as its text-based nature supports sustained reflection on classroom
> exchanges. This exploratory study examines the nature of peer exchanges in two
> partially network-based classes and the conflicts learners face in this situation
> where all information is text-based and archived. The classes combined computer-
> mediated and face-to-face elements in teaching content courses to students
> completing a BA in Contemporary English Language. This paper provides a
> picture of how learners used the available technology to interact with peers and
> their comment on how this mode of delivery extended their traditional notions of
> learning. Data include archives of discussions, learning logs, the tasks completed,
> responses provided, and student interviews conducted at the end. The data were
> inductively analyzed to find emerging themes following a reiterative process of
> substantiating and elaborating the themes. A variety of responses was evident
> where students were using situationally-relevant language to interact with and
> learn from each other. The data indicates that students develop a sense of personal
> accountability arising from the high visibility on the Web which was seen as
> unique yet threatening component of this mode. The paper evaluates the powers
> of the Web in terms of students' experiences and comments.

> *The subjects in Sengupta's study were "Cantonese speaking students completing BA
> degrees at a university in Hong Kong."*

[4a] 2007

Chiu, Tsuo-Lin; Hsien-Chin Liou; and Yuli Yeh (2007). "A Study of Web-Based Oral Activities
        Enhanced by Automatic Speech Recognition for EFL College Learning." *Computer
        Assisted Language Learning,* 20 (3) 209-233. "In this study, a web-based conversation
        environment called CandleTalk, which allows learners to seemingly talk with the
        computer, was developed to help EFL learners receive explicit speech acts training that
        leads to better oral competence. CandleTalk is equipped with an ASR [Automatic Speech
        Recognition] engine that judges whether learners provide appropriate input. … The
        results of the study showed that the application of ASR was helpful for the college
        freshmen in the teaching of speech acts, particularly for the non-English major students.
        Most learners perceived positively toward the instruction supported with speech
        recognition" *(209). The study was conducted in Taiwan. Candletalk is a pedagogical
        program. The authors give the following information for finding it*

*online: "*http://candle.cs.nthu.edu.tw, use candle/candle to login, and choose Candletalk under speaking; ActiveX is needed" *(213). However, I have been unable to access the site using this URL.*

Ramírez Verdugo, Dolores, and Ísabel Alonso Belmonte (2007). "Using Digital Stories to Improve Listening Comprehension with Spanish Young Learners of English." *Language Learning and Technology* [online refereed journal]*, 11* (1), 87-101. **RECOMMENDED**. *A quantitative study investigating the effectiveness of online stories from the web site* kindersite.org *involving audio and visual components. Children learning English in Spain who had used the online materials outperformed a control group on a listening comprehension test.*

Flammia, Madelyn, and Carol Saunders (2007)."Language as Power on the Internet (Brief Communication)." *Journal of the American Society for Information Science and Technology, 58* (12), 1899-1903. Available at http://www3.interscience.wiley.com/journal/114293940/abstract?CRETRY=1&SRETRY=0 *(User password for site needed to access this online source.) Published abstract: "*English is typically considered not only the language of business, but also the language of the Internet. This brief communication explores the cultural implications of the power position of English as the language of the Internet and discusses the likelihood of its continued dominance.*"*

[4a] 2009

Jiyou Ji (2009). "An AI Framework to Teach English as a Foreign Language: CSIEC." *AI Magazine, 30* (2), 59-71. *This article describes a "chatting robot or dialogue machine" on a pedagogical website that only English language learners would use.*

Li, Tian bo, and Gillian Moreira (2009). "English Language Teaching in China Today." *Journal of English as an International Language, 4*, 180-194. *Mentions of new media in this article focus primarily on pedagogical sites rather than sites that native speakers would also use but there are also comments on the difficulty of accessing sites such as CNN and the BBC. (See also citation of this article in section 3a, above.)*

Pino Silva, Juan (2009). "Extensive Reading through the Internet: Is it Worth the While?" *International Journal of English Studies*, *9* (2), 81-96. Downloadable as a pdf file from www.readingmatrix.com/articles/silva/article.pdf. **RECOMMENDED**. *This is a study conducted in Venezuela evaluating a web based extensive reading program designed by the author using course specific sites such as Yahoo Groups. Earlier stages of the program included optional paper copies of readings and articles given to students on computer disks. The author concludes that "*extensive reading through the Internet appears to be a very promising pedagogical approach that may strengthen students' learning in that they (a) capitalize on the opportunity to gain access and read from the vast amount of information available on the web, (b) ensure access to updated and varied

information, (c) develop discipline in the use of their own time, and take the necessary risks to explore, evaluate and make their own decisions on what to read now and what to postpone for later" *(94).*

World Bank (2009). *The Little Data Book on Information and Communication Technology 2009*. Washington, D.C.: The World Bank. **RECOMMENDED.** *Excellent source of statistics on access to different types of information and communication technology, including telecommunications and the internet, in different countries and regions of the world.*

Wunnava, Phanindra V., and Daniel B. Leiter (2009). "Determinants of Intercountry Internet Diffusion Rates." *The American Journal of Economics and Sociology, 68*(2), 413-426. **HIGHLY RECOMMENDED.** *This article brings into relief the problem of inequality of access, the so-called "digital divide." In this study, the two most important factors influencing "intercountry Internet diffusion rates" were found to be "infrastructure" and "freedom." Also important: higher GDP per capita, education (measured by post-secondary enrollment), English as an official language, and income inequality. Data were from 100 unspecified countries. The information and analysis in this article are particularly useful when combined with the more specific and very detailed information on individual regions and nations presented without additional commentary in the World Bank's* Little Data Book *(2009, cited above). There is good information in this article on the prevalence of English on the internet, but the article does not discuss whether this is affecting English teaching and learning (aside from a policy recommendation, p. 423).*

[4a] 2010

Barboza, David (2010). "For Chinese, Web Is the Way to Entertainment." *The New York Times*, April 19, 2010. Pages B1, B8. Available online at http://www.nytimes.com/2010/04/19/technology/19chinaweb.html?scp=1&sq=web is the way to entertainment&st=cse. **RECOMMENDED**. *A fascinating newspaper account of how "the Internet, already a potent social force here, has become the country's prime entertainment service" in China. The article includes mentions of a number of specific web sites that are popular with young Chinese.*

Stross, Randall (July 9, 2010). "Computers at Home: Educational Hope vs. Teenage Reality." Available online at http://www.nytimes.com/2010/07/11/business/11digi.html?emc=eta1. **RECOMMENDED**. *A* New York Times *news report of a study co-authored by Ofer Malamud of the University of Chicago which will be published in a forthcoming issue of the* Quarterly Journal of Economics*. The study found that when the families of low income children in Romania were given vouchers to buy computers to use at home, the students' test scores went down, not up, because the students were using the computers much more for playing games than for academic purposes.*

4b. Presentations at international TESOL convention, Boston, March 2010

Madden, John (2010). "Laptops for English Learners?" Presentation at international TESOL convention, Boston, March 2010. *Program book abstract (p.160):* "Laptops continue to become smaller and more available. What if all English learners had them? Would they learn more effectively or face digital divides? Come explore the implications of small laptops such as the One Laptop per Child XO-1 for learners and teachers." *This presentation focused on the One Laptop per Child (OLPC) Initiative, a program supplying inexpensive laptops to school children in developing countries. More information about this interesting initiative is on the organization's web page at* http://laptop.org/en/. *The presenter brought one of the laptops distributed by OLPC and attendees were able to examine it. The sturdily built laptop was simple but was indeed a modest full-featured computer that included internet capability and word processing software.*

Mendoza, Grazzia (2010). "Social Networks as a Means to Empower Writing / Collaborative Learning." Presentation at international TESOL convention, Boston, March 2010. *Program book abstract (p.182):* "Stressed? Bored? Has writing become a nuisance? Social networks (nings) are your answer. Come! Learn to set up and develop these user-friendly, free-online tools to promote writing development and collaborative learning in a revolutionary and novel way. Make writing for your students an easy, fun task! Handouts will be provided." *Mendoza reported on using Ning in Honduras for motivation; Ning is like Facebook in that it allows posting of photos, music, and videos but groups can be closed (set up on an "invitation only" basis) like WebCT or Yahoo groups. All students at Mendoza's school in Honduras (Zamorano University) have e-mail and computers. More information on Ning is at* http://www.ning.com/.

Rey, Lourdes, and Martha García (2010). "Language and Culture Through Technology: The Challenge." Presentation at international TESOL convention, Boston, March 2010. *Program book abstract (p.167):* "This presentation reports on the experience of using Skype and email as effective tools to develop linguistic and intercultural competences. The aim of this experience was to promote language and cultural learning through collaborative activities among Colombian and American students with a common goal: learning a foreign language." *Rey and García described a project in which university level students studying English in Colombia were paired with high school students studying Spanish in North Carolina, using WebCT and Skype. The American students used Spanish and the Colombian students used English in the intercultural exchanges. The presenters reported positive results in the areas of motivation, identity reinforcement, collaboration, and language improvement, despite some occasional problems with the technology.*

Shewell, Justin (2010). "Re-Imagining Educational Technology in English Language Classrooms." Presentation at international TESOL convention, Boston, March 2010. *Program book abstract (p. 113):* "This presentation looks at a research project that investigated how teachers of English from around the world currently integrate technology into their classrooms, and offers research-based suggestions for improving the effectiveness of technology in teaching English in a variety of academic settings and institutional circumstances." *Shewell presented interesting data from an online survey in this presentation. Respondents reported a great deal of variety in the levels of computer use and availability of internet resources. However, the survey was not designed in a way that would allow analyzing responses by country or region for purposes of comparison and contrast. Also, because of the way the survey was conducted (a link was posted on an online discussion group inviting people to participate), there is no way of telling whether or to what extent the respondents are a representative sample of English teachers worldwide.*

Xu, Ke, and Aiden Yeh, Barbara Dieu, Ron Chang Lee, Linglan Cao, Dafne González, Carla Arena, and Erik Johnson (2010). "Re-Envisioning ESL in Digital Age: Challenges, Options and Opportunities." Academic session across interest sections at international TESOL convention, Boston, March 2010. *Program book abstract (p. 109):* "Technology advancement is constantly reshaping TEFL environment worldwide and posing tremendous challenges on EFL professionals. How should EFL teachers adapt their curriculum and methodology to meet these challenges? This workshop examines major challenges EFL professionals face in Digital Age, and explores teachers' options including Webcast, online robot, and Second Life."

Dieu's comments were rather general, theoretical, and at times metaphorical. She contrasted the old-style typical teacher network where everything comes through the teacher with the new non-linear situation on the internet, and discussed the new e-challenge of a mismatch between learners' individual styles and agendas and the agendas of teachers and institutions.

González talked about activities using the virtual worlds in "Second Life" (secondlife.com) where activities are set up by teachers. There is a useful descriptive article about Second Life on Wikipedia.

I left early to go see another presentation (Shewell, cited above) that began while this one was underway but picked up Cao's handout, which dealt with plagiarism issues.

Zimmerman, Lynn (2010). "Instructional Challenges in International Online Communication Activities With University Students." Presentation at international TESOL convention, Boston, March 2010. *Program book abstract (p. 123):* "When planning and implementing international online discussions, instructors face a variety of challenges, including time issues, topic selection, platform selection, student competence with online technology, and student proficiency in English. An analysis of such projects can provide

data for increasing student participation and improving the effectiveness of the interactions." *Zimmerman set up different online exchanges using wikis (http://www.wikispaces.com/), a commercial platform, and NiceNet (http://www.nicenet.org/), for students in US, Israel, and Taiwan. The presentation focused on problems that arose with the activities, which included native speakers writing English too advanced for ELLs abroad, and tasks that may have been too open-ended.*