

# **LOCAL, GLOBAL, CRITICAL, ECLECTIC: OVERLAPPING PARADIGMS OF ENGLISH LANGUAGE TEACHING**

**Achilleas Kostoulas, The University of Manchester**

Abstract for a proposed chapter, to appear in:

**Resistance to the known in Foreign Language Education**

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This chapter will synthesise empirical data and post-modern theorisations in order to describe English Language Teaching (ELT) as a locally embedded global phenomenon. The overall aims of the chapter are to encourage teaching professionals to reflect on how established practice (the 'Known') sustains, and is sustained by, vested interests, and to encourage them to move beyond (or 'resist') it, through pedagogically and politically appropriate praxis.

The first part of the chapter will draw on empirical data from a language school in Greece (Kostoulas, in preparation) to illustrate how pedagogical practices in that setting emerge from the complex interaction between a local and a global pedagogical paradigm. The local paradigm, which derives its legitimacy from traditional pedagogy, is associated with structuralist views of language and transmissive pedagogical practices, whereas the global paradigm broadly corresponds to mainstream communicative views. The interaction between these two paradigms results in the development of a 'hybrid' pedagogy, which combines a communicative outlook with a pronounced emphasis on metalinguistic knowledge, accurate expression and examination competence. It will be suggested that this emergent pedagogical norm reconciles global hegemonic influences with the interests of local stakeholders, such as native (i.e. Greek) ELT teachers and local publishing ventures.

The linguistic, pedagogical and political premises of this hybrid pedagogy will be critically interrogated in the next part of the chapter, which will describe a third orientation towards ELT (the critical paradigm). The norm-providing status of the Standard Language will be questioned in view of the global spread of English, and alternative linguistic models, such as English as a Lingua Franca, will be put forward (Jenkins, 2009). Established methods of teaching and learning will be juxtaposed to emerging proposals of counter-hegemonic pedagogy, which raise awareness of ideological issues and power relations in the classroom and beyond (Canagarajah, 1999; Kumaravadivelu, 2001). Lastly, the hegemonic effect of ELT practices will be problematised (Edge, 2006; Phillipson, 1992), and empowering pedagogical goals will be put forward (Fay, Lytra, & Ntavaliagkou, 2010).

The end product of this chapter will be a coherent conceptual model of ELT which integrates the local, global and critical paradigms, with emphasis on the ways in which they interact. It is expected that such a model can facilitate reflection on the influences that shape practice in any given setting, and it is hoped that it might guide teaching professionals as they develop eclectic practices which move beyond the Known in their contexts.

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## Bionote

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Achilleas Kostoulas is an early-career academic, currently working towards the completion of his PhD in The University of Manchester (UK). His research focuses how on the mutually shaping interconnections between English Language Teaching and globalization. More information about his professional background and publications can be found in his website: [www.achilleaskostoulas.com](http://www.achilleaskostoulas.com)

## Contact

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- [Achilleas.Kostoulas@postgrad.manchester.ac.uk](mailto:Achilleas.Kostoulas@postgrad.manchester.ac.uk)
- [Achilleas@Kostoulas.com](http://Achilleas@Kostoulas.com)