

## ENGLISH FOR SALE

Ben Goldstein, FAAPI 2008

"English language teachers who wish to work in outer and expanding circle countries should... be able to evaluate ELT materials critically to ensure that these do not promote a particular variety of English or culture at the expense of others".

Kirkpatrick, A. p. 195

"The view that language learners should never use their own language in the classroom, or relate their new language to it, reflects an ideology which overvalues the language being taught and the culture associated with it, and undervalues those of the people it is being taught to".

Cook, G. p.81

"Trying to understand the reasons for the continuing adoption of English and its consequences within the imperialism framework may even have the ironic effect of keeping native speakers centre-stage, flattering their self-importance in a world that is fast passing them by".

Graddol, D. p.112

"... where the UK once directed the spread of English, we are now just one of many shareholders in the asset that it represents. Maintenance of (our) influence... will require language policies that reflect changes in English and a changed attitude to ownership that we see reflected in the way that people around the world use languages".

"As you like it, *Catching Up in an Age of Global English*". p. 78  
<http://www.demos.co.uk/publications/asyoulikeitpamphlet>

"The struggle between the desire of students to appropriate the foreign language for their own purposes, and the responsibility of the teacher for socializing them into a linguistically and socioculturally appropriate behaviour lie at the core of the educational enterprise. Both are necessary for pleasurable and effective language learning. The good teacher fosters both compliance and rebellion".

Kramersch, C. p. 246

### **A Third Space**

"Learners seek out a personal space where two worlds exist simultaneously, ... (here) they will make their own meanings and relevances, often challenging the established educational canons of both native and target cultures".

Kramersch, C. p.238

Why not let me speak in any language I like? The language I speak becomes mine, its distortions, its queerness - all mine, mine alone.

It is half English, half Indian, funny perhaps, but it is honest. It is human as I am human, don't you see? It voices my joys, my longings, my hopes and it is useful to me as cawing is to crows or roaring is to lions"...

Kamala Das, *An Introduction*, quoted in  
Canagarajah p. 125

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