Redefining the Role of Language in a Globalized World

Ai-Ling Wang (Tamkang University, Taiwan)

Hardcover:	$215.00	E-Book:	$215.00	Hardcover + E-Book:	$260.00
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Softcover:	$165.00	OnDemand: (Individual Chapters)	$29.50
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Description & Coverage

Description:

Language, while seemingly static, is dynamic and ever-changing, necessitating adaptability in various fields of language studies. It is especially true in a globalized world and an information age. In the field of language and its applications, it is essential to reconsider and redefine existing issues and envision how the changes may have impacts on human beings and on the entire globe.

Redefining the Role of Language in a Globalized World is an essential scholarly publication that explores the role language will play in a globalized world and how language changes over time through its interdependent relationship with technology. Featuring a wide range of topics such as bilingualism, native speaker prejudice, and social inequality, this book is essential for educators, linguists, researchers, curriculum designers, academicians, policymakers, librarians, and students.

Coverage:

The many academic areas covered in this publication include, but are not limited to:

- Bilingualism
- Endangered Languages
- Language Learning
- Language Management
- Learning Methodologies
- Minority Languages
- Multilingualism
- Native Speaker Prejudice
- Neurolinguistics
- Organizational Management
- Psycholinguistics
- Social Inequality
- Sociolinguistics

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Chapter 1

[Are We Living in a Globalized World?: Reflections on Language Use and Global Inequality](#) (pages 1-27)

Ai-Ling Wang (Tamkang University, Taiwan)

The author first points to some prejudiced or inappropriate language use in an era of globalization, for example, distinctions between language and dialect...

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Chapter 2

[Ideology as Social Imagination: Linguistic Strategies for a Cultural Approach to Controversial Social Situations](#) (pages 28-42)

Patrizia Torricelli (University of Messina, Italy)

Ideology is a social imagination of world's truth that can be shaped and eventually corrected before it becomes historically dangerous. The methodology of...

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Chapter 3

[Post-Truth (Mis)communication as Enigmatic Mystification and Misuse of Language](#) (pages 43-53)

Manpreet Arora (School of Commerce & Management Studies, Central University of Himachal Pradesh, Dharamshala, India), Roshan Lal Sharma (Department of English, Central University of Himachal Pradesh, Dharamshala, India)

It would be erroneous to assume that language can only be used in positive sense and that it cannot be misused to cause instability and unrest in our...

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Chapter 4

[Incompatible Discrepancy Between Low Proficiency of Arabic Language and Its High Status and Prestige](#) (pages 54-70)

Kazuhiko Nakae (Kansai Gaidai University, Japan)

Muslims are ardent to learn Arabic and study al-Qurʾān, but many of them are not competent in manipulating the Arabic language. The discrepancy of high...

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Chapter 5

[Performing Speech Acts: Focussing on Local Cultural Norms in the Englishes We Use](#) (pages 71-87)

Maya Khemlani David (University of Malaya, Malaysia), Aliyyah Nuha Faiqah Azman Firdaus (University of Malaya, Malaysia)

When we speak we use speech acts. Examples of speech acts include performing greetings, giving compliments and responding to compliments, making complaints...

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Chapter 6

[Re-Examining the "Native Speaker Question": Representing Native Speakers on an ELT Website](#) (pages 88-112)

Lanqing Qin (University of Ottawa, Canada), Awad Ibrahim (University of Ottawa, Canada)

This chapter addresses the native speaker question and construct from a representational point of view. Through a critical discourse analysis (CDA) of an ELT...

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Chapter 7

The EU Language Policy as a Tool (pages 113-130)

Neriman Hocaoğlu Bahadır (Kırklareli University, Turkey)

The European Union (EU) is a multilingual union, which has 27 official languages. There is no other international or regional organisation that has so many...

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Chapter 8

Impacts of Globalization on English Language Education Across Inner, Outer, and Expanding Countries (pages 131-158)

Xiaoli Yu (Middle East Technical University, Turkey), Veysel Altunel (Hacettepe University, Turkey)

This chapter tackles the critical changes that have occurred in English language education in different countries under the progress of globalization....

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Chapter 9

Improving the L2 Interactional and Critical Thinking Skills of University Students Using the CLIL Approach in the 21st Century (pages 159-183)

Sakae Onoda (Juntendo University, Japan)

This chapter discusses theoretical underpinnings, practical applications, and effects of the CLIL (content and language-integrated learning) approach with a...

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Chapter 10

The Major Developments of Learner Language From Second Language Acquisition to Learner Corpus Research (pages 184-196)

Aicha Rahal (Aix-Marseille University, France)

Given the fact that there is a constant debate among monolinguists and pluralists, this chapter aims to explore the main developments in learner language. It...

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Chapter 11

The Role of Technology in Interdisciplinary Language Teaching: Bridging Language and Science Learning (pages 197-218)

Azlin Zaiti Zainal (University of Malaya, Malaysia)

In discourses of 21st century learning, there is an increasing emphasis on interdisciplinary learning. In this chapter, the author first looks at previous...

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Chapter 12

An Investigation Into In-Service and Pre-Service Teachers' Understanding and Perceptions of Global Englishes in Taiwan (pages 219-242)

Ethan Fu-Yen Chiu (National Chin-Yi University of Technology, Taiwan)

This chapter examined in-service teachers' and pre-service teachers' interpretation, understanding, knowledge, and willingness of promoting Global...

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Chapter 13

Internet-Based Text-Matching Software and EFL Preservice Teachers' Awareness of Academic Integrity: A Case Study in the Turkish Context (pages 243-305)

Işıl Günseli Kaçar (Middle East Technical University, Turkey), Hale Işık-Güler (Middle East Technical University, Turkey)

Having been investigated from different perspectives across a broad range of disciplines, plagiarism in English as a Second Language (ESL)/English as a...

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About the Contributors

Chapter 3
Post–Truth (Mis) communication as Enigmatic Mystification and Misuse of Language

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ABSTRACT

It would be erroneous to assume that language can only be used in positive sense and that it cannot be misused to cause instability and unrest in our professional as well as personal lives. On the contrary, language can be weaponised to cause irreparable harm/damage to vulnerable communities, ethnicities, marginalized populations, and deprived chunks of humanity. Language has innumerable forms such as genuine and authentic language, truthful and honest language, ingenuine and false language, and fake and deceptive language. Be that negative or positive aspect of language, it can be tilted either way as per one's will and choice; nevertheless, inauthentic and manipulative language can seldom have acceptability among the masses. The term 'post-truth' stems from fabrication of truth and it has a deep connection with politics. Post-truth may be understood as a situation wherein the objective facts are less influential in shaping opinion, and emotions and personal