

# English language teaching: teacher agency and policy response

An edited book by Dr Patrick Ng and Dr Esther Boucher-Yip

The role of English in the global arena has prompted official language-in-education policy makers to adopt language education policies to enable its citizens to be proficient in English and to access knowledge. Local educational contexts (public and private schools, institutions etc) in different countries have implemented English education in their own ways with different pedagogical goals, motivations, features and pedagogies. While much of the research cited in English language planning policy has focused on macro level language policy and planning, there is an increasing interest in micro planning, in particular teachers' agency in policy response. Jennings (1996) suggests that it is teachers' experiences, ideas and beliefs that determine how they interpret school policy, and how they translate policy into instructional practices. Stritikus (2003) in his explication of 'policy-to-practice connection' explains that the way teachers implement policy is influenced by a myriad of factors such as their beliefs, attitudes towards pedagogy and their political or personal ideologies.

This book seeks to address several questions in English language education: (i) How do teachers interpret and translate school policies or new English language teaching approaches into classroom instructions? (ii) What pedagogical practices are adopted and why? (iii) What are teachers' goals and agendas? (iv) What are the outcomes of the teaching instruction in response to school policies or curricular demands? (v) What are the challenges or difficulties facing teachers? (vi) How do teachers resolve the constraints and limitations in response to the new policy or curricular demands?

This book is intended for teacher education courses that discuss teachers' agencies in response to national or school policies, curricular demands, testing policy or innovative pedagogical approaches (such as English-medium instruction, Problem-Based Learning, Content and Language Integrated learning etc). Through a narrative approach, the book will focus on how teachers interpret policy, curricular demands, or new teaching approaches and how they exercise their discretion in adjusting their classroom instructions.

## References

Jennings, N.E. (1996). *Interpreting policy in real classrooms*. New York, NY: Teachers college Press.

Stritikus, T.T. (2003). The interrelationship of beliefs, context and learning: the case of a teacher reacting to language policy. *Journal of language, identity and education*, 2, 29-52.

We encourage teacher candidates, new and experienced teachers, and researchers involved in teacher education to submit a chapter proposal outlining the following:

1. Brief description of the teaching context with a focus on new policies, standards, curriculum, or initiative.
2. Links to relevant literature in language teaching and policy.
3. Teacher reflection on practice or instructional approach and outcome, with discussion of not only the positive aspects but also the pitfalls, challenges, and lessons learned.
4. The inclusion and analysis of some teacher and/or student data to support the claims where appropriate.

To be considered, please send the following in a single document by November 30, 2014, to Dr Patrick Ng ([chin@unii.ac.jp](mailto:chin@unii.ac.jp))

- a 500 word summary of your proposed chapter—be sure the summary addresses the points above. A formal reference list is not required at this time.
- Author name, affiliations and email contact.

Your proposal will then be evaluated, and if it is accepted, we will send you an invitation to submit the full chapter for consideration. The chapter should be approximately 5000 words, not including references and figures, following APA format.

Routledge has expressed an interest in this project and the editors are in discussion with the publisher.