[**Britta Schneider**](http://www.geisteswissenschaften.fu-berlin.de/we06/institut/mitarbeiterinnen_und_mitarbeiter/schneider/index.html)

**TEACHING ENGLISH IN AN AGE OF TRANSNATIONALISM:**

**Language Ideological Perspectives on English beyond Methodological Nationalism and What it Means for Language Teaching**

 **November 25th, 14:00, room 243.**

In this talk, I want to address sociolinguistic conceptualisations of English and show their limitations if we study English from the perspective of language ideology research. Arguing that we cannot limit ourselves to regarding languages as tied to national spatial categories – which is apparent in the global uses of English where, more often than not, language, space, culture and linguistic practices are not congruent – I first critically analyse language ideologies of some sociolinguistic frameworks and then give empirical evidence that do not agree with these and show the plural nature of English from different places in the world. Finally, I give some inspiration to what such observations may mean for the development of language teaching curricula that fit a socially informed and culturally integrated study of language in a globalised world.

**Britta Schneider** (PhD) is a sociolinguist and Primary Researcher at *Freie Universität Berlin*, Germany. Her general research interests are the sociolinguistics of globalisation, English and transnationalism, multilingual social contexts, language ideology, language and music, language policy, linguistic ethnography and the epistemology of language.

She is currently working on language ideologies in Belize and on uses of English in the ‘expanding circle’ to study the symbolic functions of languages in contexts where ethnic communities and language choice are not congruent. She has been working in the field since 2004 and, besides various book chapters and journal articles, her publications include *Salsa, Language and Transnationalism*, an ethnographic study on language ideologies in transnational communities, published with *Multilingual Matters* in 2014, and *Linguistic Human Rights and Migrant Languages* – A Comparative Analysis of Migrant Language Education in Great Britain and Germany, published in 2005.