**Fostering Social Justice in Teaching Multilingual English: A Post-modern Approach**

**Abstract**

This study is motivated by what Smith (1981) stated, “the stimulus given to the question of English used as an international or auxiliary language has led to the emergence of sharp and important issues that are in urgent need of investigation and action”. It is clear that the spread of English as an international language had led to the emergence of World Englishes (WE), the new varieties of English. WE is originated into two basic literary schools, namely postcolonialism and postmodernism. Post colonialism emerges from the British colonization in the 19th century. At that period, Britain was considered as “the largest colonizer and imperial power” (Sridhar and Sridhar, 1986, p. 32). The main goal of this school is “to destabilize the stabilized institutions and in SLA, in particular, decolonizing the colonized TLT is its major concern” (Sridhar, 2012, p. 13). Postmodernism is a philosophy that believes in the universal truth, in a world with no center and this is the meaning of world Englishes. The emergence of English varieties raises a number of issues revolving around teaching multilingual English and fostering justice to acknowledge the new reality of English. The aims of this poster are to present the global spread of English and the development of its varieties and to point to the mismatch between the reality of English and language teaching. It also aims to apply the post-modern approach to bridge this mismatch and present how this approach can be used as a reference to integrate the philosophy of WE in teaching.

***Keywords***: World Englishes, teaching, social justice, post-modernism.

**References**

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