Teaching and Learning Second Language Pragmatics for Intercultural Understanding. Intercultural Language Activities with CD-ROM. Foreign Language Teachers and Intercultural Competence. Developing and Assessing Intercultural Communicative Competence. Teaching and Learning Language and Culture. Teaching and Learning Language and Intercultural Intercultural Language Learning. The Handbook of Technology and Second Language Learning and Teaching. Intercultural Language Use and Learning. New Perspectives on Intercultural Language Research and Teaching. Intercultural Communicative Competence. Teaching and Learning Foreign Language Teaching and Learning. Across the Age Range. Intercultural Foreign Language Teaching and Learning. Higher Education. Practice in Intercultural Language Teaching and Learning. Intercultural Understanding in the Primary School. Cross-Cultural Perspectives on Technological Enhanced Language Learning. Intercultural Pedagogical Knowledge and Intercultural Communication. Intercultural Learning in Modern Language Education. The Critical Turn in Language and Intercultural Communication. Modern Language Education. Foreign Language Education for Intercultural Citizenship. Language and Intercultural Learning. Culture and Second Language Learning and Teaching. Intercultural Language Learning. Performing Intercultural Language Learning. Developing Intercultural Language Learning. Second Language Teaching and Learning. Intercultural Language Learning. Frequent practice on the part of learners offers opportunities to reflect on their own language and culture, as well as that of others. Topics covered in the chapters include childhood, food, sport, icons, politics and body language. The book also helps learners mediate in situations of cultural misunderstanding and start web-based intercultural exchanges. It examines interview techniques, how people present themselves, and ways to interpret cultural symbols in the media. Anti-racist and feminist perspectives which challenge stereotypes are included. This book offers practical examples of activities which can help the learners and the teacher to raise their level of communicative competence. It is an invaluable resource for any teacher who wishes to combine language learning with cultural exploration. In addition, the accompanying CD-ROM provides print-friendly photocopiable worksheets and reading texts which can be put to immediate use in the classroom. This is particularly the case in foreign language learning contexts where teachers are working with a prescribed textbook and opportunities to use the language outside the classroom are limited. This book argues that teachers can work creatively with conventional resources and utilise classroom experiences in order to help learners understand the ways in which language is used in authentic communicative settings. The book provides extensive analysis of a range of classroom interactions to demonstrate how teachers and learners can work together to construct opportunities for intercultural learning through reflection on pragmatics. The chapters in this book address the significance of the relationship between the aims and methods of language teaching and the context in which they take place and how to conceive of the purposes and outcomes of language teaching. The book aims to help teachers understand the purposes and contexts of research and development work. Although Intercultural Communicative Competence (ICC) has become a key objective in foreign language (FL) education, curricula offer little in how language teachers can promote ICC through language instruction. This book responds to the challenge of how intercultural language learning can be incorporated into FL teaching. The editors and contributors argue that the principles of innovative language teaching should be applied to the development of competences central to ICC in relation to learning opportunities as experienced by German learners of English. Audiovisual media were found to be a major input factor in the development of intercultural language abilities. The book ends with a discussion of how audiovisual media can be implemented in secondary and tertiary FL teaching. The access tokens provided by this book can improve the discipline while empowering the learners to develop their own approaches to language learning. The Handbook of Technology and Second Language Learning and Teaching Modern Languages in Higher Education. This book addresses recent developments in medical and language education. In both fields, there have been methodological shifts towards 'task-based' and 'problem-based' learning. In addition, both fields have broadened their focus on clinical expertise and linguistic skills. Language learning has changed significantly with these changes by redefining the role of the teacher and learner. The Handbook of Technology and Second Language Learning and Teaching Modern Languages in Higher Education. This book presents recent developments in medical and language education. In both fields, there have been methodological shifts towards 'task-based' and 'problem-based' learning. In addition, both fields have broadened their focus on clinical expertise and linguistic skills. Language learning has changed significantly with these changes by redefining the role of the teacher and learner. The Handbook of Technology and Second Language Learning and Teaching Modern Languages in Higher Education. This book presents recent developments in medical and language education. In both fields, there have been methodological shifts towards 'task-based' and 'problem-based' learning. In addition, both fields have broadened their focus on clinical expertise and linguistic skills. 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This is a must-read for teachers, language specialists and school leaders who wish for a clear rationale for the role of language, culture, identity and wellbeing within and beyond the curriculum. The intercultural teaching and learning dimension is captured in the use of quantitative data collection instruments and the interpretation of scores calculated through them. As such, studies in the field can seem somewhat decontextualized, ignoring in some cases setting-specific parameters. Therefore, further study is needed to bring together theory, research, and practice. Demystifying and demarcating teaching and learning in different settings, this book offers a diverse range of perspectives and practical examples. This book is ideally designed for language professionals, academics, and students seeking pedagogical guidance on intercultural teaching. This edited volume explores the educational significance of intercultural experience. It offers a broader conception of interculturality than commonly found in the area of foreign language teaching. Contributors represent a diverse range of approaches and methodologies reflecting this wide array of research. This book will be of interest to all language teachers, pre-service teachers, teachers trainers and applied linguists. This book will be of interest to students and scholars in intercultural communication, language education and application linguistics. New offers a unique opportunity to discover other cultures as well as one's own. This discovery is essential for developing 21st-century intercultural communication skills. To help their students to make sense of the conflicts and misunderstandings arising between them, language teachers often use the language of culture in their teaching. The book addresses the question of how cultural context influences the intercultural journey, the language-culture-identity connection, as well as resolving intercultural conflict and cultural conflict. While the immediate audience of this book is language teachers, the ultimate beneficiaries are language learners interested in undertaking the intercultural journey. The Routledge Handbook of Language and Intercultural Communication examines the role of intercultural communication in language teaching and research. It offers a condensed and present theory, research, and practice, as well as an insight into future directions. Drawing on the expertise of leading scholars from different parts of the world, this book offers an international perspective on contemporary intercultural communication and showcases the varied range of issues, perspectives, and approaches that characterise this increasingly important field in today's globalised world. Offering 34 chapters with examples from a variety of languages and international settings, this handbook is an indispensable resource for students and scholars working in the fields of intercultural communication, applied linguistics, TESOL, TEL, and communication studies. The importance of integrating the teaching of language and culture has been widely recognized and emphasized. However, how to teach English as an International Language (EIL) and cultures in an integrative way in non-English-speaking countries remains problematic and has largely failed to enable language learners to meet local and global communication demands. Developing students' intercultural communicative competence, along with sociocultural and applied linguistics, is central to effective intercultural communication for designing teaching activities that are readily implemented in the language classroom. The book will be valuable to academics and students of foreign language education, particularly those teaching English as an international language in non-English-speaking countries. Intercultural language education has redefined the modern languages agenda in Europe and North America. Now intercultural teaching is also beginning to impact language teaching. This book provides a comprehensive introduction to the theory, concepts, and practice of intercultural communication as a challenging yet enriching process whereby the individual expands their capacity for understanding how meaning making processes influence social relations in communication, the relationship between teaching cultures and national interests, and balancing tradition and change in the era of globalization. The book argues for a different approach to the theoretical rationales and methodological designs typically used to investigate cultural understanding in reading, in particular British and American classroom research. This book investigates the intercultural aspects of language and how the notion of intercultural learning is based on the authors' collaborative research into the nature of learning situations and intercultural experiences. It offers a practical guide to the development of students' "translocal and transcultural competence" (p. 3) which allows someone "to operate between languages" (p.237). However, the integration of
such a meaningful cultural component in instructed language learning is a complex topic. This book recognizes the difficulty world language educators face to achieve the goals of the MLA report, particularly at beginning levels of instruction in target language use classrooms. Accordingly, this book informs instructed language learning and teaching by bridging developmental theories from the fields of intercultural competence with second language pedagogies—particularly communicative language teaching (CLT) and literacy-based approaches—providing examples of practical applications inside the classroom and beyond. It is intended to support the many FL educators who have consistently reported that they are struggling to incorporate meaningful cultural instruction into their practice (Fox & Diaz-Greenberg, 2006; Phillips & Abbott, 2011; Sercu, 2005). This book provides a framework to foster learners’ deep cultural reflection at beginning levels of instruction while preserving target language use policies, bridging CLT pedagogies to intercultural communicative competence (ICC) literacy-based approaches. It starts by synthesizing prominent definitions of culture and culture teaching models and then summarizes disparate sources of research findings on culture learning projects (which primarily take place at advanced levels of language learning) to the Standards-based classroom at all levels of instruction, K-16. Although research on fostering learners’ intercultural competence at beginning levels of language instruction is in its infancy, it is of utmost concern given that the vast majority of U.S. language learners rarely continue to advanced levels of instruction (Zimmer-Lowe, 2008). In addition, this book challenges FL educators to advocate for their FL programs and to give greater visibility and credibility to the profession in institutional internationalization efforts. The theoretical components of this book deconstruct the connections between language, thought and culture and problematize developmental models in the IC field that neglect to consider the important role of language. This book provides K-16 FL educators with the discourse needed to 1) explain to administrators, parents, and students how world language study prepares learners to compete in an increasingly global market beyond the learner’s development of linguistic proficiency and 2) convince administrators of the value in and the need for world language study in order to support institutional internationalization efforts. The last chapter of this book provides guidance and suggestions on ways to expand K-12 teacher preparation programs and continuing education training to foster learners’ intercultural communicative competence while preserving a Standards-based curriculum. In sum, this book is intended to 1) support all K-16 world language educators with their program advocacy and instruction, 2) serve as a reference manual or course book in teacher preparation programs, 3) serve as a reference manual or course book for research and graduate courses on the teaching and learning of languages Many educators aim to engage students in deeply meaningful learning in the language classroom, often facing challenges to connect the students with the culture of the language they are learning. This book aims to demonstrate that substantial intercultural learning can and does occur in the modern language classroom, and explores the features of the classroom that support meaningful culture-in-language-learning. The author argues that transformative modern language education is intimately tied to a view of language learning as an engagement in meaning-making activity, or semiotic practice. The empirical evidence presented is analyzed and then linked to both the theorizing of culture-in-language-teaching and to practical concerns of teaching Foreign Language Teachers and Intercultural Communication: An International Investigation reports on a study that focused on teachers’ beliefs regarding intercultural competence teaching in foreign language education. Its conclusions are based on data collected in a quantitative comparative study that comprises questionnaire answers received from teachers in seven countries: Belgium, Bulgaria, Poland, Mexico, Greece, Spain and Sweden. It not only creates new knowledge on the variability, and relative consistency, of today’s foreign language teachers’ views regarding intercultural competence teaching in a number of countries, but also gives us a picture that is both more concrete and more comprehensive than previously known Language teachers are key figures in preparing young people for participation in an increasingly multilingual and culturally diverse world. Yet little is known about how they go about this in practice. This book uses examples of classroom interaction to reveal how teachers of languages act as intercultural mediators and the implications of this for practice. To date, there has been little exploration of how teachers mediate language and culture learning from an intercultural perspective, and what underlies their mediation practices in terms of their conceptions of intercultural language teaching and learning. This book offers an account of what teachers are thinking, feeling and doing as they enact an intercultural perspective on language teaching and learning. Offers some theoretical innovations in teaching foreign languages and reports how they have been applied to curriculum development and experimental courses at the upper secondary and college levels. Approaches language learning as comprising several dimensions, including grammatical competence, change in attitudes, learning about another culture, and reflecting on one’s own. Annotation copyright by Book News, Inc., Portland, OR.