



—— Practices in ——
Intercultural Language
Teaching and Learning
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Edited by
Michael Joseph Ennis and
Catherine Elizabeth Riley

Intercultural Language Teaching And Learning

Michelle Kohler



Intercultural Language Teaching And Learning:

Intercultural Language Teaching and Learning Anthony J. Liddicoat, Angela Scarino, 2013-02-05 This wide ranging survey of issues in intercultural language teaching and learning covers everything from core concepts to program evaluation and advocates a fluid responsive approach to teaching language that reflects its central role in fostering intercultural understanding Includes coverage of theoretical issues defining language culture and communication as well as practice driven issues such as classroom interactions technologies programs and language assessment Examines systematically the components of language teaching language itself meaning culture learning communicating and assessments and puts them in social and cultural context Features numerous examples throughout drawn from various languages international contexts and frameworks Incorporates a decade of in depth research and detailed documentation from the authors collaborative work with practicing teachers Provides a much needed addition to the sparse literature on intercultural aspects of language education

An Intercultural Approach to English Language Teaching John Corbett, 2003-11-11 Intercultural language education has redefined the modern languages agenda in Europe and North America Now intercultural learning is also beginning to impact on English Language Teaching This accessible book introduces teachers of EFL to intercultural language education by describing its history and theoretical principles and by giving examples of classroom tasks

Developing Intercultural Language Learning Michelle Kohler, 2020-11-09 This book presents a detailed account of a self study in which the author considers why a developmental perspective matters in language learning within an intercultural orientation and how teachers of languages might understand and attend to this notion in their work The discussion is based on the author s experience as a teacher researcher and traces aspects of teachers work from planning teaching and mediating to assessing and judging evidence of student learning and development over time This book is grounded in a praxis view of language teaching and learning and will be of interest to other language teachers pre service teachers teacher trainers and applied linguists

Communication and Information Technology in (Intercultural) Language Teaching Mariusz Marczak, 2014-07-03 The topic of this book is in congruence with the current trends in foreign language education worldwide On the one hand it tackles the concept and implementation of intercultural language teaching on the other it analyses the circumstances in which information and communication technology may be utilised in the contemporary EFL classroom Both intercultural teaching and Computer Assisted Language Learning CALL have been promoted by national international educational documents in Europe the USA and Asia and endorsed by international organisations including the Council of Europe and UNESCO This book constitutes a pioneering attempt at establishing the role of ICT in English language and culture teaching within the Polish education system However the research instruments used within both research modules are applicable to other education systems worldwide while the results obtained have implications for intercultural and computer assisted language education in international contexts The research results presented in the book highlight to the broad EFL

profession a wide range of issues relating to the use of ICT in the foreign language classroom They also offer materials writers software designers and EFL teachers criteria with which to evaluate the intercultural component of CALL software

Practices in Intercultural Language Teaching and Learning Michael Joseph Ennis, Catherine Elizabeth Riley, 2018-06-11

This volume responds to the growing need for intercultural approaches to teaching and learning languages The central premise is that the aim of intercultural language teaching and learning is to foster effective communication and effective learning in spaces between cultures in order to prepare learners for global citizenship but that the corresponding models and methods must emerge from the bottom up in order to meet the needs of each unique context The book offers a collection of successful experiences rooted in praxis It shares the activities methods models and approaches which have been developed within specific contexts Thus it offers an example of how to adopt an intercultural perspective in teaching and learning The editors and contributors share the conviction that the experiences detailed here can be informative to the realities of all readers in the same way that their own practices have been informed by others

Context and Culture in Language Teaching and Learning Michael Byram, Peter Grundy, 2003 The chapters in this book all address the significance of the relationship between the aims and methods of language teaching and the contexts in which it takes place Some consider the implications for the ways in which we research language teaching others present the results of research and development work

Teachers as Mediators in the Foreign Language Classroom Michelle Kohler, 2015 This book uses examples of classroom interaction to reveal how teachers of languages act as intercultural mediators and the implications of this for practice The book offers an account of what teachers are thinking feeling and doing as they enact an intercultural perspective on language teaching and learning

Foreign Language Teachers and Intercultural Competence Lies Sercu, Ewa Bandura, 2005-01-01 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

Intercultural Foreign Language Teaching and Learning in Higher Education Contexts Romanowski, Piotr, Bandura, Ewa, 2019-02-01 While research into intercultural teaching has grown exponentially during the past two decades the research has primarily resorted to 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 demonstrating how this teaching is reflected in research design and how it is undertaken in different settings

Intercultural Foreign Language Teaching and Learning in Higher Education Contexts is an essential reference source that provides a series of rich insights into the way intercultural education is practiced in numerous international contexts and showcases practical examples of teaching situations and classroom activities that demonstrate its impact within the classroom. Featuring research on topics such as higher education multilingualism and professionalism, this book is ideally designed for educators, researchers, administrators, professionals, academicians, and students seeking pedagogical guidance on intercultural teaching.

Mediating Languages and Cultures Dieter Buttjes, Michael Byram, 1991. The history of language teaching is shot through with methods and approaches to language learning, most recently with communicative language teaching, but this book demonstrates that a more differentiated and richer understanding of learning a foreign language is both necessary and desirable. Languages and cultures are interlinked and interdependent, and their teaching and learning should be too. Learning another language is part of a complex process of learning and understanding other people's ways of life, ways of thinking, and socio-economic experience.

Intercultural Learning in Modern Language Education Erin Kearney, 2015-11-02. 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.

Intercultural Learning in Language Education and Beyond Troy McConachy, Irina Golubeva, Manuela Wagner, 2022-04-12. This book provides a contemporary and critical examination of the theoretical and pedagogical impact of Michael Byram's pioneering work on intercultural communicative competence and intercultural citizenship within the field of language education and beyond. The chapters address important theoretical and empirical work on the teaching, learning, and assessment of intercultural learning and highlight how individual language educators and communities of practice enact intercultural learning in locally appropriate ways. The book offers comprehensive up-to-date and accessible knowledge for researchers, teachers, teacher trainers, and students.

Modern Languages Alison Phipps, Mike Gonzalez, 2004-04-07. This is an important book. A very important book. It is important because it both challenges traditional understandings of language teaching and learning in universities and rejects new understandings which only devalue the potential power of language learning. This is not, however, merely a critique. The authors offer a compelling alternative and do so in a language and style which mirror the alternative proposed. The authors illustrate their ideas through snapshots of classroom practices which help to build up a picture of what is meant. Such illustrations are invaluable. Teaching in Higher Education. Every so often a book comes along filled with so much wisdom, critical insight, and sheer humanity that it

takes one's breath away Modern Languages is such a book Reclaiming language as both a site of struggle and a crucial sphere of politics Alison Phipps and Mike Gonzalez make it clear that matters of language lie at the heart of any viable pedagogy in which democracy matters But not a language's drained of critical possibilities passion power or imagination but language as the context and medium in which meaning is produced affective investments made and experiences are given legitimacy Any educator parent student or citizen of the world who cares about democracy pedagogy and the crucial role of modern languages creating the conditions for agency politics and yes hope should read this book Professor Henry Giroux Waterbury Chair Penn State University USA I expect it will become a much thumbed handbook for teachers in search of inspiration and I am sure it will be a catalyst to further debate and exploration But I suspect it may also become a turning point for thinking about modern languages This book exudes life and hope It shows a future where languages can thrive because they are an integral and indispensable part of what it means to be human It is an exhilarating prospect to help to bring that future closer Professor Michael Kelly Director Subject Centre for Languages Linguistics and Area Studies University of Southampton Modern Languages is argumentative in the best sense it is intellectually ambitious and is making a bold and brave argument of its own The story is exciting and offers a radical way of reconceiving teaching and learning in languages It is written with evident passion and conviction and it seeks to reach out to an audience The authors come across as committed and even as brilliant teachers This is a book for its age but yet may have a long shelf life It has made me think about modern languages and language teaching and learning in quite new ways Professor Ronald Barnett Institute of Education University of London This book pushes the traditional field of Modern Languages into new challenges and it crosses intradisciplinary borders between different languages and cultures It is intrinsically about languaging and about being intercultural The authors argue that languages are a social justice issue give voice to language users in general and to language students in particular and engage into powerful erudite reflexive and critical insights This book portrays language and culture education as a passionate intelligent and committed undertaking In sum it is essential and stimulating reading for those Language and Culture educators teaching in Modern Language Departments from universities all over the world who dare Dr Manuela Guilherme Researcher Center for Social Studies Universidade de Coimbra This accessible book aims to challenge and stimulate all those engaged with teaching modern languages in higher education It is not a how to book rather it engages with the complex often paradoxical position of modern languages today and offers arguments for and illustrations of the ways in which teachers of modern languages can position themselves critically in that rapidly changing context It works with the concepts of languaging and being intercultural which arise from a rigorous examination of research findings a challenging critique of current models of work within the discipline and a reflection on existing teaching practices Beginning with an examination of the crisis in modern languages in the U K and North America the authors draw on data and descriptions of learning experiences in the field and position themselves critically within the debates Key problems for

teachers and learners are identified and elaborated through examples of critical incidents which point to generic as well as specific issues and solutions in teaching languages in higher education The Teaching Learning in the Humanities series edited by Ellie Chambers and Jan Parker is for beginning and experienced lecturers It deals with all aspects of teaching individual arts and humanities subjects in higher education Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline specific practices **Online Intercultural Exchange** Robert

O'Dowd,2007-01-01 Providing an overview of how online technology is being used for foreign language learning this title assesses three different models of telecollaboration and covers theoretical approaches to online intercultural exchange as well as practical aspects **English in Medical Education** Peih-ying Lu,John Corbett,2012-08-13 This book addresses recent developments in medical and language education Both fields have broadened their focus on clinical expertise and linguistic skills to address issues of cultural competence The book re imagines the language classroom in medical settings as an arena for the exploration of values and professional identity

The Handbook of Plurilingual and Intercultural Language Learning Christiane Fäcke,Xuesong (Andy) Gao,Paula Garrett-Rucks,2024-11-08 The most up to date reference text on the latest science in plurilingual and intercultural language education covering both new research and current practice The Handbook of Plurilingual and Intercultural Language Learning reveals the nuances and complexities of teaching and learning languages while providing a timely account of the most recent developments and research in the field The first reference work to examine plurilingual and intercultural language teaching and learning trends across five continents this innovative volume examines the various ways learners acquire language Divided into four sections this Handbook explains the conceptual basis of intercultural and plurilingual learning describes core pedagogical concepts in different contexts discusses various learning and teaching approaches and surveys the historical development of foreign language instruction methods and theories In depth chapters address code switching and translanguaging equity in foreign language learning intercultural sensitivity technology enhanced learning world Englishes the role of language policy in nation building the situations of migrants in language classrooms and more A field defining overview of the latest research on the science of language education and acquisition The Handbook of Plurilingual and Intercultural Language Learning Explores how policy and pedagogy can adapt to the shifting demographics of local student populations as the world becomes increasingly mobile Addresses new trends and evolving themes that are currently determining the future of language education and policy around the world Discusses future trends in language education policy assessment and teacher training in light of new attitudes about language community and statehood Features contributions from a wide range of scholars reflecting different cultural linguistic regional and ideological perspectives Introduces European research discourses on intercomprehension into the English speaking world Part of the Wiley Blackwell Handbooks in Linguistics series The Handbook of Plurilingual and Intercultural Language Learning is an essential resource for students educators and researchers in Applied Linguistics

language teaching and learning English as a Lingua Franca plurilingualism multilingualism TESOL cognitive linguistics language policy language acquisition and intercultural communication

Intercultural Language Use and Language Learning Eva Alcon Soler, Maria Pilar Safont Jorda, 2007-05-24 Eva Alcon Soler Maria Pilar Safont Jorda Universitat Jaume I Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence Bearing this purpose in mind English learners are considered as intercultural speakers who share their interest for engaging in real life communication According to Byram and Fleming 1998 the intercultural speaker is someone with knowledge of one or more cultures and social identities and who enjoys discovering and maintaining relationships with people from other cultural backgrounds although s/he has not been formally trained for that purpose Besides possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities In these contexts the objective of language learning should then focus on developing intercultural competence which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction see Alcon in this volume This is the idea underlying the volume which further sustains Kramsch's argument 1998 against the native non native dichotomy Following that author we also believe that in a multilingual world where learners may belong to more than one speech community their main goal is not to become a native speaker of English but to use this language as a tool for interaction among many other languages and cultures

Developing Intercultural Perspectives on Language Use Troy McConachy, 2017-11-20 Many language teachers recognise the importance of integrating intercultural learning into language learning but how this can be best achieved is not always apparent 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 interpret aspects of communication in insightful ways and develop awareness of the influence of cultural assumptions and values on language use 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

Navigating the Intercultural Classroom Tuula Lindholm, Johanne Mednick Myles, 2019 This book goes beyond theoretical discussions to provide concrete methods for integrating intercultural communicative competence into the language classroom through its inclusion of practical examples engaging activities and real life case studies Copublished with NAFSA

Incorporating Intercultural Communicative Competence in Language Teaching Education Ildikó Lázár, European Centre for Modern Languages, 2003-01-01 The research and development described in this volume is intended to contribute to the integration of intercultural communication training in teacher education programmes

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Table of Contents Intercultural Language Teaching And Learning

1. Understanding the eBook Intercultural Language Teaching And Learning
 - The Rise of Digital Reading Intercultural Language Teaching And Learning
 - Advantages of eBooks Over Traditional Books
2. Identifying Intercultural Language Teaching And Learning
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Intercultural Language Teaching And Learning
 - User-Friendly Interface
4. Exploring eBook Recommendations from Intercultural Language Teaching And Learning
 - Personalized Recommendations
 - Intercultural Language Teaching And Learning User Reviews and Ratings
 - Intercultural Language Teaching And Learning and Bestseller Lists

5. Accessing Intercultural Language Teaching And Learning Free and Paid eBooks
 - Intercultural Language Teaching And Learning Public Domain eBooks
 - Intercultural Language Teaching And Learning eBook Subscription Services
 - Intercultural Language Teaching And Learning Budget-Friendly Options
6. Navigating Intercultural Language Teaching And Learning eBook Formats
 - ePub, PDF, MOBI, and More
 - Intercultural Language Teaching And Learning Compatibility with Devices
 - Intercultural Language Teaching And Learning Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Intercultural Language Teaching And Learning
 - Highlighting and Note-Taking Intercultural Language Teaching And Learning
 - Interactive Elements Intercultural Language Teaching And Learning
8. Staying Engaged with Intercultural Language Teaching And Learning
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Intercultural Language Teaching And Learning
9. Balancing eBooks and Physical Books Intercultural Language Teaching And Learning
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Intercultural Language Teaching And Learning
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Intercultural Language Teaching And Learning
 - Setting Reading Goals Intercultural Language Teaching And Learning
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Intercultural Language Teaching And Learning
 - Fact-Checking eBook Content of Intercultural Language Teaching And Learning
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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