



**Languages for Intercultural
Communication and Education**

Intercultural Learning in Modern Language Education

Expanding Meaning-Making Potentials

Erin Kearney

Intercultural Learning Modern Language Education

**Viljo Kohonen, Riitta Jaatinen, Pauli
Kaikkonen, Jorma Lehtovaara**



Intercultural Learning Modern Language Education:

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 *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 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 *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 *Language Education for Intercultural Communication* D. E. Ager,George Muskens,Sue Wright,1993 Through case studies on multicultural and multilingual education in contemporary Europe this book aims to identify common problems with different approaches and solutions The editors propose measures useful in policy formulation *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 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 **Experiential Learning in Foreign Language**

Education Viljo Kohonen,Riitta Jaatinen,Pauli Kaikkonen,Jorma Lehtovaara,2014-06-11 The goal of foreign language teaching is expanding from communicative competence towards an intercultural action competence Essential in the new orientation is the shift towards a more balanced emphasis between the external factors in the learning environment and the personal capacity conceptions beliefs and assumptions inside the learner s mind As part of the changes assessment is seen as an important means of enhancing the elearning processes emphasising the role of refelctive self assessment The text explores and integrates the necessary knowledge base and practices in foreign language education in terms of the basic concepts of experiential learning intercultural learning autobiographical knowledge and teacher development together with the philosophical underpinnings of foreign language education Experiential Learning in Foreign Language Education

Viljo Kohonen,Riitta Jaatinen,Pauli Kaikkonen,Jorma Lehtovaara,2014-06-11 The goal of foreign language teaching is expanding from communicative competence towards an intercultural action competence Essential in the new orientation is the shift towards a more balanced emphasis between the external factors in the learning environment and the personal capacity conceptions beliefs and assumptions inside the learner s mind As part of the changes assessment is seen as an important means of enhancing the elearning processes emphasising the role of refelctive self assessment The text explores and integrates the necessary knowledge base and practices in foreign language education in terms of the basic concepts of experiential learning intercultural learning autobiographical knowledge and teacher development together with the philosophical underpinnings of foreign language education **Cultural Studies in Foreign Language Education**

Michael Byram,1989-01-01 Written by the winner of the 1987 BAAL book prize this book deals with the acquisition of understanding of foreign cultures and peoples It is also a study of the philosophy and purpose of language teaching in all its facets in the context of foreign language teaching in secondary education The book is written for language teachers and though it draws on disciplines not usually included in their education and professional training it does so from within the profession s own perspective It is an attempt to raise teachers and learners awareness of the full educational value of foreign language learning **Telecollaboration 2.0**

Sarah Guth,Francesca Helm,2010 Telecollaboration or online intercultural exchange has become widely recognised as an effective way to promote the development of intercultural communicative competence and language skills However the study and implementation of new 2 0 environments such as wikis Skype virtual worlds and gaming for telecollaboration is still in its infancy How can these multilingual multimodal collaborative environments be used to promote language and intercultural learning What are the implications for teachers and learners and what new literacies are required Do they offer an added value This book seeks to answer these questions and many more by bringing together the experience and expertise of researchers and practitioners alike The authors offer critical stances new frameworks and practical case studies to help the reader navigate the world of Telecollaboration 2 0 *Contemporary Issues in Foreign Language Education* Małgorzata Baran-Łucarz,Anna Czura,Małgorzata Jedynek,Anna Klimas,Agata

Słowik-Krogulec,2023-05-02 This edited volume offers an insightful theoretical conceptualization of issues central to 21st century foreign language learning and teaching Drawing on research results obtained in the fields of pedagogy social psychology and sociology of education this book provides a comprehensive practical exploration of issues experienced by researchers in Poland and in Europe and which can easily find far reaching implications in other educational contexts Part I Focus on the Teacher includes seven texts discussing topics relevant to teacher initial and in service education as well as the functioning of foreign language instructors in educational systems The eight contributions included in Part II Focus on the Learner explore learner internal and learner external factors that affect the effectiveness of the language learning process The exploration of key contemporary topics and the wide range of methodologies applied make this book of high relevance to Second Language Acquisition scholars teacher educators teachers and language education policy makers *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 **CALL, Culture and the Language Curriculum** Licia Calvi,Walter Geerts,1998-01-28 A study of CALL culture and the language curriculum issues addressed include facilitating socio centred learning with possible computer applications intercultural learning on the internet and cross cultural language teaching with multi media tools **Challenges of Second and Foreign Language Education in a Globalized World** Mirosław Pawlak,Anna Mystkowska-Wiertelak,2017-09-07 This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning In Part One emphasis is placed on challenges that second language education has to face both those more general dealing with language policy issues and those more specific concerned with instructional options in the language classroom Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction Finally Part Three is devoted to challenges involved in second and foreign language teacher education the quality of which to a large extent determines the outcomes of second language education in any educational context Transformative Language Learning and Teaching Betty Lou Leaver,Dan E. Davidson,Christine Campbell,2021-01-21 A seminal work in the field this book shows how transformative education can be applied to world language programs **Supporting the Learning of Chinese as a Second Language: Implications for Language Education Policy** Joseph Lo Bianco,Elizabeth Ka Yee Loh,Mark Shiu-kee Shum,2024-10-25 The research in this volume takes account of the context of policy promoting Chinese as a second language CSL in several countries and regions Australia East Asia and South East Asia and the wider social context of multilingual and

multicultural societies Furthermore this book reports results of two research studies which investigated how to develop effective strategies to promote learners motivation and the motivational developments of adult learners in real life settings helping to overcome gaps in this under researched area Findings reported in this book have been scientifically examined and found to be effective in enhancing the learners CSL proficiency increasing their learning motivation and addressing the need for a diversity of targeted approaches to CSL Most are applicable across preschool to secondary levels The theoretical grounding of this research work represents a new direction for research in teaching Chinese as a second language

Resources in Education ,2001-10

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