

Language Learning in Intercultural Perspective

*Approaches through
drama and ethnography*

Edited by
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MICHAEL FLEMING**



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Language Learning In Intercultural Perspective

Michael Byram, Michael Fleming



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Language Learning in Intercultural Perspective Michael Byram, Michael Fleming, 1998-06-11 *Language Learning in Intercultural Perspective* addresses the ways in which language learning is related to learning about other cultures and to acquiring an ability to communicate across cultural frontiers. It argues that language learners need to develop sensitivity to cultural difference and its impact on communication and to acquire the skills of discovering and interpreting other cultures, other values, beliefs, and behaviours which lie beneath the surface of cross cultural communication. Contributors show how drama can be used to develop cultural awareness and how learners can acquire ethnographic skills to help them investigate and understand socio cultural aspects of language which play an important role in second language acquisition. The contributors are all respected educationalists from a range of countries and different cultural contexts. *Language Learning in Intercultural Perspective* Michael Byram, 1998

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. *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.

Intercultural Language Teaching and Learning Anthony J. Liddicoat, Angela Scarino, 2013-04-22 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

The Routledge Handbook of Intercultural Mediation Dominic Busch, 2022-11-15 Offering unique coverage of an emerging interdisciplinary area this comprehensive handbook examines the theoretical underpinnings and emergent conceptions of intercultural mediation in related fields of study Authored by global experts in fields from intercultural communication and conflict resolution to translation studies literature political science and foreign language teaching chapters trace the history development and present state of approaches to intercultural mediation The sections in this volume show how the concept of intercultural mediation has been constructed among different fields and shaped by its specific applications in an open cycle of influence The book parses different philosophical conceptions as well as pragmatic approaches providing ample grounding in the key perspectives on this growing field of discourse The Routledge Handbook of Intercultural Mediation is a valuable reference for graduate and postgraduate students studying mediation conflict resolution intercultural communication translation and psychology as well as for practitioners and researchers in those fields and beyond

Internet-mediated Intercultural Foreign Language Education Julie A. Belz, Steven L. Thorne, 2006 This volume explores the intercultural perspective on foreign language education From this viewpoint the focus of language learning is redefined in terms of intercultural rather than communicative competence Internet mediation is a praxiological reflex of this conceptual shift in that it affords the embedding of foreign language learning and instruction in the sociocultural and sociopolitical contexts of language use and development in the form of classroom based intercultural collaborations between internationally dispersed representatives of the languacultures under study The contributions to the volume examine the pedagogy processes and outcomes of NS NNS Internet mediated language and culture learning partnerships in French German Spanish EFL and Russian from a variety of theoretical and methodological perspectives including model learning reflective practice learner corpus analysis cultural studies ethnography interactionism and critical theory Internet mediated Intercultural Foreign Language Education represents the 2005 volume of the annual series Issues in Language Program Direction sponsored by the American Association of University Supervisors and Coordinators of Foreign Language Programs under the editorship of Sally Magnan

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 **Language Learning Strategies in Independent Settings** Stella Hurd,Tim Lewis,2008 In recent years traditional classroom based language tuition has been increasingly overshadowed by innovative approaches such as distance learning supported independent learning and blended learning with an online component This timely volume examines the use of language learning strategies in a range of independent settings and addresses key issues for independent learners such as autonomy strategic awareness and self regulation *Integrating Engineering Education and Humanities for Global Intercultural Perspectives* Zhanna Anikina,2020-05-06 This book presents papers from the International Conference on Integrating Engineering Education and Humanities for Global Intercultural Perspectives IEEHGIP 2020 held on 25 27 March 2020 The conference brought together researchers and practitioners from various disciplines within engineering and humanities to offer a range of perspectives Focusing on but not limited to Content and Language Integrated Learning CLIL in Russian education the book will appeal to a wide academic audience seeking ways to initiate positive changes in education

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 **Intercultural Perspectives** Reinhard Tenberg,1999 [Innovation in Language Learning and Teaching](#) Diego Mideros,Nicole Roberts,Beverly-Anne Carter,Hayo Reinders,2023-09-05 This book presents a unique perspective from an underrepresented region in the Global South The volume features four different countries in the region Barbados Guyana St Lucia and Trinidad and Tobago as well as Martinique an island located just north of St Lucia which is an overseas region of France It documents innovations in learning and teaching Spanish French and Chinese in the case of the English speaking countries and English as a foreign language EFL in the case of Martinique The chapters cover different aspects of language education in the Caribbean and will be of particular interest to those involved in managing change in language education that attempts to mediate between global trends and local needs **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 **Language Acquisition in Study Abroad and Formal Instruction Contexts** Carmen Pérez-Vidal,2014-07-15 This publication constitutes essential reading for academics teachers and language policy makers wanting to understand plan and implement an educational language program involving learner mobility The book provides data and analyses from a long term program of research on study abroad the SALA

Project which looked into the short and long term effects of instructional and mobility contexts on language and cultural development from two perspectives the participants language acquisition development over 2 5 years and the practitioners perspective in relation to the design and implementation of a mobility program The book is innovative in the longitudinal data it offers the light it sheds on i an array of language skills both productive and receptive oral and written tapping into phonology lexis grammar and discourse ii the role of individual differences including attitudes motivation beliefs and intercultural awareness and iii the insights on the effects of length of stay In sum this book represents a welcome addition to previous research on the outcomes of mobility policies to promote L2 learners linguistic development and the individual and educational conditions that appear to facilitate success in study abroad programs **The Routledge Handbook of**

Language Awareness Peter Garrett, Josep M. Cots, 2017-11-06 The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness It contains a collection of state of the art reviews of both established themes and new directions authored and edited by experts in the field The handbook is divided into three sections and reflects the engaging diversity of language awareness perspectives on language teaching and teachers language learning and learners and extending to additional areas of importance that are less directly concerned with language instruction In their introductory chapter the editors provide valuable background to the language awareness field along with their summary of the chapters and issues covered A helpful section giving further reading suggestions for each of the chapters is included at the end of the book This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics sociolinguistics and across the wider spectrum of language and communication *International Perspectives on Teaching English to Young Learners* S.

Rich, 2014-11-20 This volume comprises 11 research led accounts from Teaching English to Young Learner TEYL educators working in a range of diverse settings worldwide The innovative practical and theoretical perspectives offer some important insights into effective TEYL pedagogy for the 21st century Second Language Learning and Language Teaching Vivian

Cook, 2013-11-26 The fourth edition of this classic textbook has been revised to reflect recent developments in language teaching and learning yet retains the basic structure and approach so popular with its readers Teaching and learning content has been updated particularly taking into account the rise of task based learning Conversational Analysis and social models of second language acquisition changes in national syllabuses and examinations and the increasing controversy over the role of the native speaker target Each chapter has been revised to stand alone enabling the text to be taught and studied out of sequence if preferred A set of focussing questions has also been added to each and further reading sections have been updated In addition icons appear throughout the text signalling where extra information summaries data lecture notes test batteries and more can be found on the author s accompanying website www.routledge.com/cw/cook Second Language Learning and Language Teaching remains the essential textbook for all student teachers of modern languages and TESOL as

well as applied linguistics **The Routledge Handbook of Applied Linguistics** James Simpson, 2011-03-15 The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics The five sections of the volume encompass a wide range of topics from a variety of perspectives applied linguistics in action language learning language education language culture and identity perspectives on language in use descriptions of language for applied linguistics The forty seven chapters connect knowledge about language to decision making in the real world The volume as a whole highlights the role of applied linguistics which is to make insights drawn from language study relevant to such decision making The chapters are written by specialists from around the world Each one provides an overview of the history of the topic the main current issues and possible future trajectory Where appropriate authors discuss the impact and use of new technology in the area Suggestions for further reading are provided with every chapter The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics Editorial board Ronald Carter Guy Cook Diane Larsen Freeman and Amy Tsui *Creating Cultural Synergies* Birgit Breninger, Thomas Kaltenbacher, 2012-11-15 The past several decades have seen the re invigoration of the concept of intercultural competence as one of the fundamental and most promising approaches towards studying culture in a respectfully complex way The introduction of this concept which has been defined and adapted in manifold ways in various disciplines offers new ways of exploring the inherent multiplicity and versatility of cultural encounters and mutual understanding This book brings together a stellar group of international researchers working in such diverse fields as business studies religious studies educational studies and communication studies In critical pursuit of how to set intercultural competence to work in today s society the contributors to this indispensable volume elucidate with passion and astuteness the challenges and potentials of interculturality and interreligiosity

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