

FOREIGN LANGUAGE AND CULTURE LEARNING FROM A DIALOGIC PERSPECTIVE

Carol Morgan and Albane Cain



MODERN LANGUAGES IN PRACTICE

Foreign Language Culture Learning From A Dialogical Perspective

Fred Dervin, Karen Risager



Foreign Language Culture Learning From A Dialogical Perspective:

Foreign Language and Culture Learning from a Dialogic Perspective Carol Morgan, Albane Cain, 2000 This book analyses an intercultural project undertaken by French and English 14 year olds based on an exchange of materials created by the pupils and focused on the topic of law and order The project was based on a view of learning as a dialogic process interacting with others A first language and home culture is acquired through such interaction This project sought to realise this dialogic process in a more meaningful way than is often the case in foreign language classrooms

Dialogue With Bakhtin on Second and Foreign Language Learning Joan Kelly Hall, Gergana Vitanova, Ludmila A.

Marchenkova, 2004-12-13 This volume is the first to explore links between the Russian linguist Mikhail Bakhtin's theoretical insights about language and practical concerns with second and foreign language learning and teaching Situated within a strong conceptual framework and drawing from a rich empirical base it reflects recent scholarship in applied linguistics that has begun to move away from formalist views of language as universal autonomous linguistic systems and toward an understanding of language as dynamic collections of cultural resources According to Bakhtin the study of language is concerned with the dialogue existing between linguistic elements and the uses to which they are put in response to the conditions of the moment Such a view of language has significant implications for current understandings of second and foreign language learning The contributors draw on some of Bakhtin's more significant concepts such as dialogue utterance heteroglossia voice and addressivity to examine real world contexts of language learning The chapters address a range of contexts including elementary and university level English as a second language and foreign language classrooms and adult learning situations outside the formal classroom The text is arranged in two parts Part I Contexts of Language Learning and Teaching contains seven chapters that report on investigations into specific contexts of language learning and teaching The chapters in Part II Implications for Theory and Practice present broader discussions on second and foreign language learning using Bakhtin's ideas as a springboard for thinking This is a groundbreaking volume for scholars in applied linguistics language education and language studies with an interest in second and foreign language learning for teacher educators and for teachers of languages from elementary to university levels It is highly relevant as a text for graduate level courses in applied linguistics and second and foreign language education

Beliefs About SLA P. Kalaja, A.M. Ferreira Barcelos, 2007-10-03 This edited collection of articles illustrates more recent work on beliefs about SLA drawing on the thinking of educational philosophers and discursive psychologists including Dewey Bakhtin Vygotsky and Potter The data for these reports have been collected by a variety of means e.g. narratives diary journal entries interviews completion tasks classroom observations and subjected to a number of novel ways of analysis The book puts past and present research into perspective by comparing and contrasting different approaches Both beliefs from second foreign language learners and teachers are subject of research The contributions provide detailed accounts of starting points definitions methods of data

collection and analysis main findings and implications for further research *Dialogic Approaches to TESOL* Shelley Wong, 2022-02-16 This book locates dialogic pedagogy within the history of TESOL approaches and methods in which the communicative approach has been the dominant paradigm Dialogic inquiry in the form of story telling oral histories and knowledge from the ground up and from the margins has much to offer the field In dialogic approaches the teacher and students learn in community and the students home languages and cultures their families and communities are seen as resources Dialogic Approaches to TESOL Where the Ginkgo Tree Grows explores teacher research feminist contributions to voice social identity and dialogic pedagogy and the role of teachers students families and communities as advocates and change agents After a brief history of TESOL methods and an introduction to dialogic pedagogy four features of dialogic approaches to TESOL are identified and discussed learning in community problem posing learning by doing and who does knowledge serve The main text in each chapter considers a single topic related to the concept of dialogic pedagogy Branching text leads to related discussions without losing the main point of the chapter This structure allows readers to become well rooted in each component of dialogic pedagogy and to branch out into deeper philosophic understandings as well as actual practices across a range of contexts Dialogic Approaches to TESOL offers a place for dialogue and reflection on the prospects for transforming educational institutions to serve those who have historically been excluded and marginalized It provides questions frameworks and resources for those who are just beginning in the field and for U S based educators who want to bring critical multicultural and multilingual perspectives into language arts reading and literacy education

Theorizing and Analyzing Agency in Second Language Learning Ping Deters, Xuesong Gao, Elizabeth R. Miller, Gergana Vitanova, 2015 Through several unique perspectives and contexts this volume contributes to current understanding of agency in second language learning It includes chapters discussing theoretical analytical and pedagogical approaches and will serve as a key reference for researchers of language learning and teaching **Competency-Based Teacher Education for English as a Foreign Language** Amber Yayin Wang, 2021-11-25 Providing a series of chapters written by teacher educators in three continents this edited volume explores the concepts challenges possibilities and implementations of competency based instruction for developing English competencies in English as a foreign language EFL contexts Recent trends in education have emphasized the need to develop competencies that connect learning with real life performances This need has brought about a massive increase in the number of studies and scholarly works devoted to research into competency based education However for teachers and learners of EFL it is challenging to develop competencies for using a language that does not seem to connect with their real life scenarios The chapters apply the concept of competency based instruction in different EFL contexts and are structured around three themes Theory current thoughts on theories of competency based education Research empirical research on competency based teacher education Practice integrating competency based instruction into teacher education This book offers examples of competency based

EFL teacher education through both research and practical applications In addition to the innovation in competency approaches the inclusion of language learning in virtual environments offers a valuable resource for scholars educators researchers and all those concerned with current and future education

Authoring the Dialogic Self Gergana Vitanova, 2010 This book offers a truly interdisciplinary perspective on key socio cultural aspects of second language learning Building on Bakhtin's philosophy of language and the self it examines the complex intersections among gender culture and agency in the everyday discursive practices of immigrants Bakhtin's dialogic framework still remains on the periphery of second language acquisition research The book embraces not only Bakhtin's well known notion of dialogue but also his core concepts of responsibility and ethics in the analysis of immigrants narrative samples The significance of narratives is underscored throughout the book and a dialogic discourse centered approach to narrative as a genre is suggested Authoring the Dialogic Self targets a range of disciplines Scholars in applied linguistics narrative studies cultural psychology and communication studies will find the discussed concepts relevant The rich data samples and detailed analysis make the book appropriate for graduate courses in TESOL language and identity or language and gender

Teaching for Wisdom, Intelligence, Creativity, and Success Robert J. Sternberg, Linda Jarvin, Elena L. Grigorenko, 2009-01-08 This is a blockbuster of a book It allows teachers to follow standards but provides space for them to develop students wisdom intelligence and creativity and of course success Both teachers and students will come to understand themselves and their values better William E Doll Jr Professor Emeritus Louisiana State University The essential guide for teaching beyond the test Students with strong higher order thinking skills are more likely to become successful lifelong learners Based on extensive collaborative research by leading authorities in the field this book shows how to implement teaching and learning strategies that nurture intelligence creativity and wisdom This practical teaching manual offers an overview of the WICS model Wisdom Intelligence Creativity Synthesized which helps teachers foster students capacities for effective learning and problem solving Teachers will find examples for language arts history mathematics and science in Grades K 12 as well as Hands on strategies for enhancing students memory analytical creative and practical skills Guidelines on teaching and assessing for successful intelligence Details on how to apply the model in the classroom Teacher reflection sections suggested readings and sample planning checklists Teaching for Wisdom Intelligence Creativity and Success is ideal for educators seeking to broaden their teaching repertoire as they expand the skills and abilities of students at all levels

Critical Citizens for an Intercultural World Manuela Guilherme, 2002-01-01 This book examines the acquisition of requests in English by a seven year old Japanese girl during her 17 month residence in Australia The study focuses on the linguistic repertoire available to the child as she attempts to make requests and vary these to suit different goals and addressees This book helps unravel features of pragmatic development in the child's interlanguage a subject about which we yet know very little

Resources in Education, 2001-04

The Concept of Progression in the Teaching and Learning of Foreign Languages Theo Harden, Arnd

Witte, Dirk Köhler, 2006 Based on the selected proceedings from an international conference Concept of progression in foreign language teaching and learning held in Dublin in February 2004 Cover Cultural Awareness and Language Awareness Based on Dialogic Interaction with Texts in Foreign Language Learning Anne-Brit Fenner, European Centre for Modern Languages, Malta. Ministry of Education and National Culture, 2001-01-01 This study contains a number of articles which consider concepts in foreign language teaching and learning relating to dialogue communication intercultural awareness language awareness and the roles of teacher and learner It attempts to widen the scope of the discussion about language and culture awareness by including aspects of linguistic literary philosophical and teaching theories from the authors own cultures as well as from other traditions **Wisdom in the University** Ronald Barnett, Nicholas

Maxwell, 2013-09-13 This provocative and challenging book questions how people think about what universities should seek to do and how they should respond to the grave problems of our age It addresses issues such as What is wisdom Ought universities to seek promote and teach wisdom and what would this involve Does it mean we need a revolution in the aims and methods of academic inquiry What implications would the pursuit of wisdom have for science for social inquiry and the humanities for education Is it reasonable to ask of universities that they take up the task of helping humanity learn how to create a wiser world Is there a religious dimension to wisdom What can non academics do to encourage universities to take wisdom seriously Would the pursuit of wisdom be possible given that universities are increasingly subjected to commercial pressures With contributions from leading experts in various fields **Wisdom in the University** is essential reading for all those interested in the future of universities and philosophy of education This book was previously published as a special issue of *London Review of Education* **Communication Yearbook 17** Stanley Deetz, 2012-03-22 Divided into four sections

Communication Yearbook 17 focuses on interpersonal interaction especially the constitutive processes within everyday communication and is intended to complement the mass media focus of *Communication Yearbooks 15 and 16* The second section focuses on message characteristics and what messages do in interaction Section III considers value and policy issues in light of the ubiquitous nature of communication media and cultural pluralism The final section discusses the future of communication studies and its potential social contribution Commentaries on each chapter provide alternative perspectives on the state of current research extend issues of significance and help engage the reader in the contemporary debates of each area *English in China Today at the Harbin Institute of Technology* Tian Qiang, Martin Wolff, 2012-01-24 This is the inaugural edition of *English in China Today at the Harbin Institute of Technology* one of China's Ivy League Universities China currently has more than 2 400 public private and joint venture colleges and universities and almost every one publishes a journal in Chinese No Chinese college or university will accept or publish anything in any language other than Chinese The instant journal now a book series is a first of its kind limited to scholars from one Chinese Ivy League University and provides a platform for Chinese scholars to share their ideas with the global community in the common lingua franca

English This is the first Chinese university journal published abroad about English in English English in China Today at the Harbin Institute of Technology provides accessible cutting edge reports on most aspects of the language including style usage dictionaries literary language Plain English the Internet English language teaching in China both as EFL and ESL CALL literature culture cross culture communications and translation Its intended readership includes linguists journalists broadcasters writers publishers teachers advanced students of the language university administrators and others with a professional or personal interest in communication This journal and book series is unique in its opening up of China s scholarly works to the English speaking world

Communication Et Éducation Interculturelles Fred Dervin, Eija Suomela-Salmi, 2006 In the context of cultural and economic globalization intercultural communication is of central importance for the study of social and educational processes and practices This volume contains contributions on conceptual issues as well as case studies on intercultural communication and education in Finland Some of the contributions were first presented at the conference Enhancing the Visibility and Collaboration of Researchers in Intercultural Communication and Education in Finland which took place at the University of Turku Finland in October 2004 The other collected articles offer various contrasting perspectives on issues related to interculturality Dans le contexte de la mondialisation culturelle et économique la recherche en communication interculturelle est d une importance capitale pour l étude des pratiques et des processus sociaux et éducatifs Les contributions de ce volume relèvent tant du traitement de problèmes conceptuels que de l étude de cas réunies autour du thème de la communication et de l éducation interculturelles en Finlande Certaines d entre elles ont été présentées lors de la conférence intitulée Visibilité et collaboration des chercheurs en communication et en éducation interculturelles en Finlande qui s est déroulée en octobre 2004 à l Université de Turku D autres viennent s ajouter à l ouvrage offrant ainsi des éclairages parfois complémentaires et différents sur les problématiques de l interculturelité

Concise Encyclopedia of Pragmatics J.L. Mey, 2009-08-07 Concise Encyclopedia of Pragmatics Second Edition COPE is an authoritative single volume reference resource comprehensively describing the discipline of pragmatics an important branch of natural language study dealing with the study of language in its entire user related theoretical and practical complexity As a derivative volume from Encyclopedia of Language and Linguistics Second Edition it comprises contributions from the foremost scholars of semantics in their various specializations and draws on 20 years of development in the parent work in a compact and affordable format Principally intended for tertiary level inquiry and research this will be invaluable as a reference work for undergraduate and postgraduate students as well as academics inquiring into the study of meaning and meaning relations within languages As pragmatics is a centrally important and inherently cross cutting area within linguistics it will therefore be relevant not just for meaning specialists but for most linguistic audiences Edited by Jacob Mey a leading pragmatics specialist and authored by experts The latest trends in the field authoritatively reviewed and interpreted in context of related disciplines Drawn from the richest most authoritative comprehensive and internationally

acclaimed reference resource in the linguistics area Compact and affordable single volume reference format **Multilingual Digital Storytelling** Jim Anderson, Vicky Macleroy, 2016-03-02 Classrooms are increasingly multicultural in their social composition and students are increasingly connected through digital media to local and global networks However pedagogy has failed to take full advantage of the opportunities these resources represent Multilingual Digital Storytelling draws attention to the interfaces between learner engagement creativity and critical digital literacy as well as addressing the multilingual within the multiliteracies framework Addressing a significant gap in the field of multiliteracies by focusing on multilingualism this book explores new digital spaces for language learning and methods of extending understandings of youth literacy in an increasingly interconnected world Drawing on innovative and multi site research projects based in mainstream and community schools in London and overseas this book discusses how young people become engaged creatively and critically with literacy by demonstrating how digital storytelling can be used as a tool for language development The book begins by considering linguistic cultural cognitive and social dimensions of language learning from a theoretical perspective whilst the second part focuses on practical case studies that reflect and illustrate these theoretical principles Offering a powerful new perspective on multiliteracies pedagogy Multilingual Digital Storytelling will appeal to researchers and academics in the fields of education applied linguistics sociology and youth and community studies It will also be an invaluable resource for teachers teacher educators curriculum planners and policymakers **Researching Identity and Interculturality** Fred Dervin, Karen Risager, 2014-09-19 This volume focuses on advances in research methodology in an interdisciplinary field framed by discourses of identity and interculturality It includes a range of qualitative studies studies of interaction narrative studies conversation analysis ethnographic studies postcolonial studies and critical discourse studies and emphasizes the role of discourse and power in all studies of identity and interculturality The volume particularly focuses on critical reflexivity in every stage of research including reflections on theoretical concepts such as identity and interculturality and their relationship with methodology and analytical practice reflections on researcher identity and subjectivity reflections on local and global contexts of research and reflections on language choice and linguistic aspects of data generation analysis and communication **Educating for Advanced Foreign Language Capacities** Heidi Byrnes, Heather D. Weger, Katherine A. Sprang, 2006-10-06 Advanced language learning has only recently begun to capture the interest and attention of applied linguists and professionals in language education in the United States In this breakthrough volume experts in the field lay the groundwork for approaching the increasingly important role of advanced language learning in the larger context of multilingual societies globalization and security This volume presents both general and theoretical insights and language specific considerations in college classrooms spanning a range of languages from the commonly taught languages of English French and German to the less commonly taught Farsi Korean Norwegian and Russian Among theoretical frameworks likely to be conducive to imagining and fostering instructed

advancedness in a second language this volume highlights a cognitive semantic approach The theoretical and data based findings make clear that advanced learners in particular are characterized by the capacity to make situated choices from across the entire language system from vocabulary and grammar to discourse features which suggests the need for a text oriented meaning driven approach to language teaching learning and research This volume also considers whether and how information structuring in second language composition reveals first language preferences of grammaticized concepts Other topics include curricular and instructional approaches to narrativity vocabulary expansion the demands on instructed programs for efficiency and effectiveness in order to assure advanced levels and learners ability to function in professional contexts with their diverse oral and written genre requirements Finally the volume probes the role and nature of assessment as a measurement tool for both researching and assessing advanced language learning and as an essential component of improving programs

Decoding **Foreign Language Culture Learning From A Dialogical Perspective**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Foreign Language Culture Learning From A Dialogical Perspective**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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