

Body And Language Intercultural Learning Through Drama

Intercultural Language Teaching and Learning Exploring Intercultural Communication Language and Culture in the Intercultural World Intercultural Language Use and Language Learning Intercultural Learning in Modern Language Education Intercultural Communication and Language Pedagogy Developing and Assessing Intercultural Communicative Competence Body and Language Language Learning and Intercultural Understanding in the Primary School Mediating Languages and Cultures Foreign Language Teachers and Intercultural Competence Modern Languages Intercultural and Transcultural Awareness in Language Teaching The Cultural and Intercultural Dimensions of English as a Lingua Franca Culture and Identity through English as a Lingua Franca Cross-Cultural Perspectives on Technology-Enhanced Language Learning Interculturality, Interaction and Language Learning Researching Intercultural Learning Incorporating Intercultural Communicative Competence in Language Teaching Education Intercultural Language Use and Language Learning

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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

exploring intercultural communication investigates the role of language in intercultural communication paying particular attention to the interplay between cultural diversity and language practice this second edition increases and updates the coverage on emerging key topics including symbolic power communicative turbulence conversational inequality stereotypes racism nationality and ethnicity talk and the impact and role of technology in intercultural communication including global examples from a range of genres this book is an

indispensable resource for students taking language and intercultural communication modules within applied linguistics tesol education or communication studies courses

the intensification of contacts between cultures and languages has a major impact on all social spheres today multiculturalism and multilingualism are important elements of the local regional national and global community much of the world's conflict stems from the contrast between globalization and nationalism fuelled by religions racial divisions traditions and other cultural particularities focusing mainly on the situation in central and south eastern europe this book addresses how cultural identities develop through tourism education literature and other social fields and how language and literature teaching should be planned in this context it consists of the following sections language culture and tourism interculturalism multilingualism and approaches to language learning and culture in literature and translation the volume will be of interest to teachers and researchers of cultural and tourism studies linguistics and language learning literary studies and translation while also addressing wider readers interested in contemporary intercultural society

eva alcón soler maria pilar safont jordà 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 alcón 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

winner of the 2015 16 kenneth w mildenberger prize awarded by the modern language association 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

using diverse language examples and tasks this book illustrates how intercultural communication theory can inform second language teaching

the aim of this publication is to assist teacher educators and language teachers in shifting the focus from linguistic competence to intercultural communicative competence the printed booklet of the present guide contains the introductions to definitions of key terms in intercultural communication planning and designing intercultural communication courses and workshops teaching training methods and materials and assessing intercultural communicative competence the materials on the accompanying cd rom include the theoretical background to teaching language and culture detailed workshop and course planning guidelines teaching materials and activities based on literature films and songs guidelines and tasks for assessment and descriptors of competences intercultural communication workshop reports and our research articles about the intercultural dimension of foreign language teaching fit publisher s description

highlights the bridging character of drama based foreign and second language teaching for intercultural learning drama here is not limited to theater related work but means the interplay between body and language in general to include for example sports dancing singing and storytelling the major techniques and curricular structures of educational drama and its application in the foreign and second language classroom are introduced what are the techniques methods strategies and curricular structures that engage language learners in continuing dialogue between one s own culture and the one yet to be discovered what comprises the language we speak in order to understand and be understood which body is it we communicate through and to this volume answers these and other questions of the pedagogy of drama based teaching across the foreign second language curriculum and on all levels of the educational pyramid there are two major issues currently discussed in drama based foreign and second language methodology the first is goal oriented asking whether the acquisition of accuracy or fluency is more important and whether a controlled learning through imitation or an open through improvisation learning environment is more efficient the second issue concerns using drama in language teaching either its use is process oriented where drama becomes an immediate medium for language learning or product oriented where it becomes primarily the reason for language learning the book outlines the theoretical frameworks of both issues and introduces personal narrative comparative observation and analytical reflection illuminating opportunities for learning at both ends of the seemingly contradictory poles of both issues

language learning and intercultural understanding in the primary school shows how to deliver a progressive and holistic embedded language curriculum it provides guidance on inclusive approaches for students with english as an additional language including native speakers in the target language as well as language awareness activities that maximise links with learning in english practical and accessible it contains classroom examples plans resources and pedagogical approaches all underpinned by theory research and practice each chapter examines specific themes relating to language culture identity and wellbeing providing rich discussions and a range of perspectives case studies bring to life the examples provided and reflection points offer the reader the opportunity to pause and consider an idea resource or challenging concept before moving on presenting a lived narrative of shared

voices the authors invite readers to learn about their own cultural and linguistic identities and how these relate to their practice 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 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

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

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 thumbled 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

the central aim of language teaching is typically to prepare learners to communicate through the language learnt however much current language teaching theory and practice is based on a simplistic view of communication that fails to match the multilingual and intercultural reality of the majority of second language l2 use this element examines the relationship between language and culture through an l2 in intercultural and transcultural communication it puts forward the argument that we need to go beyond communicative competence in language teaching and focus instead on intercultural and transcultural awareness implications for pedagogic practice are explored including intercultural and transcultural language education

this book investigates the cultural and intercultural aspects of english as a lingua franca elf authors discuss how culture and the intercultural can be understood theorised and

operationalised in ELF and how the concepts can be integrated into formats of ELF oriented learning and teaching the various cultural connotations are also discussed ideological political religious and historical and whether it is possible to use and or teach a lingua franca as if it were culturally neutral the chapters consider the communication and pedagogical implications of the cultural and intercultural dimensions of ELF and offer suggestions for new directions in ELF research pedagogy and curriculum development

the use of English as a global lingua franca has given rise to new challenges and approaches in our understanding of language and communication one area where ELF English as a lingua franca studies both from an empirical and theoretical orientation have the potential for significant developments is in our understanding of the relationships between language culture and identity ELF challenges traditional assumptions concerning the purported inexorable link between a language and a culture due to the multitude of users and contexts of ELF communication the supposed language culture and identity correlation often conceived at the national level appears simplistic and naïve however it is equally naïve to assume that ELF is a culturally and identity neutral form of communication all communication involves participants purposes contexts and histories none of which are neutral thus we need new approaches to understanding the relationship between language culture and identity which are able to account for the multifarious and dynamic nature of ELF communication

the ability to effectively communicate with individuals from different linguistic and cultural backgrounds is an invaluable asset learning a second language proves useful as students navigate the culturally diverse world however studying a second language can be difficult for learners who are not immersed in the real and natural environment of the foreign language also changes in education and advancements in information and communication technologies pose a number of challenges for implementing and maintaining sound practices within technology enhanced language learning tell cross cultural perspectives on technology enhanced language learning provides information on educational technologies that enable language learners to have access to authentic and useful language resources readers will explore themes such as language pedagogy how specific and universal cultural contexts influence audio

visual media used in technology enhanced language learning tell and the use of english video games to promote foreign language learning this book is a valuable resource for academicians education practitioners advanced level students and school administrators seeking to improve language learning through technology based resources

this book opens up new lines of debate in language learning and intercultural communication through an investigation of tandem language learning a method of language learning based on mutual language exchange between native speakers and learners of each other s language in connection with intercultural learning and identity construction through an empirical study of face to face tandem conversations jane woodin provides compelling evidence for the re definition of the tandem partnership beyond the traditional native speaker non native speaker ns nns paradigm by analyzing conversation shapes learner identification of self and other and interactants own focus on culture this book reveals how interactants themselves address the complexities of language learning ownership and meaning the book also questions the prevalence of models of intercultural competence which describe the competence of the individual with little recognition of the role of the relationship or interaction woodin considers the broader applicability of the tandem framework of autonomy and reciprocity and suggests new directions for further research on tandem learning

international perspectives on intercultural learning are presented within a framework of cultures of learning related to education and language learning and use in academic contexts intercultural learning involves learners travelling to learn in a place where other cultures of learning are dominant and to which they are usually expected to adapt

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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