



Teaching And Learning Language And Culture

Karen Risager



Teaching And Learning Language And Culture:

Teaching-and-learning Language-and-culture Michael Byram, 1994-01-01 Offers some theoretical innovations in teaching foreign languages and reports how they have been applied to curriculum development and experimental courses at the upper secondary and college levels Approaches language learning as comprising several dimensions including grammatical competence change in attitudes learning about another culture and reflecting on one's own Annotation copyright by Book News Inc Portland OR

Culture in Second Language Teaching and Learning Eli Hinkel, 1999-03-13 This book identifies the many facets of culture that influence second language learners and teachers The paperback edition identifies the many facets of culture that influence second language learners and teachers It addresses the impact of culture on learning to interact speak construct meaning and write in a second language while staying within the sociocultural paradigms specific to a particular language and its speakers By providing a comprehensive introduction to research from other disciplines on the interaction between language and culture this volume offers an important contribution to the field of second language acquisition

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

Language, Culture, and Teaching Sonia Nieto, 2017-09-01 Distinguished multiculturalist Sonia Nieto speaks directly to current and future teachers in this thoughtful integration of a selection of her key writings with creative pedagogical features Offering information insights and motivation to teach students of diverse cultural racial and linguistic backgrounds examples are included throughout to illustrate real life dilemmas about diversity that teachers face in their own classrooms ideas about how language culture and teaching are linked and ways to engage with these ideas through reflection and collaborative inquiry Designed for upper undergraduate and graduate level students and professional development courses each chapter includes critical questions classroom activities and community activities suggesting projects beyond the classroom context Language Culture and Teaching explores how language and culture are connected to teaching and learning in educational settings examines the sociocultural and sociopolitical contexts of language and culture to understand how these contexts may affect student learning and

achievement analyzes the implications of linguistic and cultural diversity for classroom practices school reform and educational equity encourages practicing and preservice teachers to reflect critically on their classroom practices as well as on larger institutional policies related to linguistic and cultural diversity based on the above understandings and motivates teachers to understand their ethical and political responsibilities to work together with their students colleagues and families for more socially just classrooms schools and society Changes in the Third Edition This edition includes new and updated chapters section introductions critical questions classroom and community activities and resources bringing it up to date in terms of recent educational policy issues and demographic changes in the U S and beyond The new chapters reflect Nieto's current thinking about the profession and society especially about changes in the teaching profession both positive and negative since the publication of the second edition of this text

Context and Culture in Language Teaching and Learning

Michael Byram, Peter Grundy, 2003 The now familiar forces of globalisation and internationalisation are influencing the role and significance of language teaching and learning in contemporary classrooms This affects the ways in which English is taught and learnt in particular but is also an inevitable factor in all language teaching and learning The authors of the chapters in this book all share a concern to explore the ways in which the contexts in which language teaching takes place impact on the aims and the methods of language teaching Some do so by discussing the implications for what research we do and how we do it Kramsch for example explains in detail how her own research evolves from issues which arise in the classroom In other chapters the changing nature of the teaching of English is presented from empirical research Decke Cornill for example identifies different philosophies of language teaching among different kinds of English teacher in Germany Other authors present studies of the ways in which what learners bring to the learning process from their own contexts and languages has to be taken into consideration if we are to understand language learning Holme shows this from close analysis of the acquisition of metaphorical language and Wendt argues for the importance of a social constructivist theory of language learning Our common purpose is to take a fresh look at teaching and research through the perspective of the inevitable connections between contexts cultures and classrooms

Teaching and Learning Language and Culture

Michael Byram, Carol Morgan, 1994 This book discusses the idea that cultural learning is an integral part of foreign language learning and offers a practical introduction to the issues by describing classroom practice curriculum innovation and experimental courses It also covers principles of methodology and problems in assessing cultural learning

Teaching of Culture in English as an International Language Shen Chen, Thi Thuy Le, 2018-08-06 The importance of integrating the teaching and learning of language and culture has been widely recognised and emphasized However how to teach English as an International Language EIL and cultures in an integrative way in non native English speaking countries remains problematic and has largely failed to enable language learners to meet local and global communication demands Developing students intercultural competence is one of the key missions of teaching cultures This book examines a range of well

established models and paradigms from both English speaking and non English speaking countries Exploring questions of why what and how to best teach cultures the authors propose an integrated model to suit non native English contexts in the Asia Pacific The chapters deal with other critical issues such as the relationship between language and power the importance of power relations in communication the relationship between teaching cultures and national interests and balancing tradition and change in the era of globalisation The book will be valuable to academics and students of foreign language education particularly those teaching English as an international language in non native English countries *Teaching and Researching* Joan Kelly Hall,2002 This work gives readers a perspective on the nature of language and culture looking at how the use of language in real world situations helps us understand how language is used to construct social and cultural worlds

Culture and Foreign Language Education Wai Meng Chan,Sunil Kumar Bhatt,Masanori Nagami,Izumi Walker,2015-07-31 The teaching of culture and interculturality is today viewed as an integral part of foreign language education This book presents insights from recent research on the role of culture in second foreign and heritage language education It contains 14 chapters including an introductory chapter that discusses diachronically the evolving notion of culture and how the sociocultural view of culture as a complex and dynamic concept informs language teaching and language learning research The chapters following the introduction are organised in four parts focusing on 1 the teacher s role in integrated language and culture learning 2 the interrelationship between culture identity and language learning and use 3 the effect of culture on learner characteristics which impact language learning processes and outcomes and 4 curriculum development aimed at fostering language and culture learning The chapters in Parts 1 to 3 present contributions from current research either in the form of the authors original studies or comprehensive reviews of relevant essential research which bears important implications for curricular practice in foreign language and language teacher education This close link between research theory and practice is also maintained in the two chapters in Part 4 which present developmental projects based on well grounded theoretical frameworks **Sociocultural Competence in Language Learning and Teaching** Michael

Byram,Geneviève Zarate,Gerhard Neuner,1997 Intercultural Learning in Modern Language Education Erin Kearney,2015-12-03 Winner of the 2015 16 Kenneth W Mildener 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 Language and Culture in the Intercultural World Vesna Mikolič,2020-12-09 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

Language, Culture and Literature in Telecollaboration Contexts Karin Adriane Henschel Pobbe Ramos, Kelly Cristiane Henschel Pobbe de Carvalho, 2023-09-01 This book describes and analyses experiences of teaching and learning language culture and literature based on telecollaboration an approach that creates interactions between groups of learners from different countries through the integration of a series of virtual and intercultural collaborative tasks to the curricula of undergraduate and graduate courses The experiences analyzed in this volume come from two telecollaborative projects developed by the S o Paulo State University UNESP in Brazil with universities from other countries the Brazilian Virtual Exchange BRaVE Program and the Teletandem Brasil Project The BRaVE Program aims at fostering an online collaborative learning modality that promotes intercultural contact and the exchange of ideas by connecting Brazilian undergraduate or graduate students with students from different higher education institutions around the world The Teletandem Brasil Project is based on a mode of telecollaboration teletandem that creates a virtual collaborative and autonomous context for learning foreign languages in which two students help each other to learn their own languages or a language of proficiency They do so by using the text voice and webcam image resources and by adopting the three principles of tandem learning autonomy reciprocity and separate use of both languages Language Culture and Literature in Telecollaboration Contexts will be of interest to both educational researchers and teachers as it presents on the one hand an innovative tool to promote the democratization of foreign language learning and on the other hand discusses how telecollaborative projects can contribute to the training of language and literature teachers

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language

Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook's international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

Learning Language and Culture Via Public Internet Discussion Forums B. Hanna, J. De Nooy, 2009-03-31 Public Internet discussion forums offer opportunities for intercultural interaction in many languages on a vast range of topics but are often overlooked by language educators in favour of purpose built exchanges between learners The book investigates this untapped pedagogical potential

Language and Culture Pedagogy Karen Risager, 2007-01-01 Looks at the teaching of language and culture in a globalized world

The Art of Teaching and Studying Languages François Gouin, 1892

Language Teachers, Politics and Cultures Michael Byram, Karen Risager, 1999 Foreign language teaching is social interaction subject to the influences and forces of the societies in which it takes place This text argues that geo political changes have an effect on language teachers in their beliefs about their work and in the everyday methods they use in their classrooms Based on empirical research in Denmark and England the book explores the effects of major contemporary changes as they are perceived and understood by language teachers

Literacies in Language Education Kate Paesani, Mandy Menke, 2023-04-01 A practical and innovative guide to emphasizing literacies development when teaching world languages Literacies in Language Education introduces multiliteracies pedagogy which focuses on critical engagement with texts intercultural understanding and language proficiency development Kate Paesani and Mandy Menke seasoned workshop leaders and multiliteracies scholars define what the approach is its benefits and how to create curricula grounded in it In addition they explain how to use the approach at all levels of language education and offer ideas for teacher professional development each key components of pedagogical change Melding text and language oriented learning goals the authors embrace an expanded understanding of literacy to capture the dynamism of language and its contexts of use the importance of preparing students to interact with the range of texts they will encounter in their academic workplace and personal lives and the multicultural and multilingual landscape of secondary and postsecondary language classrooms Literacies in Language Education presents teachers with a tested approach for increasing learners proficiency and cultural awareness along with practical implementation methods This book provides teachers and program administrators with immediate steps to take toward designing and implementing a literacies approach in any language class and curriculum Published in partnership with CARLA

Cultural Learning Styles in Language Education Lynne N. Li, 2022-05-25 This

book presents a nuanced look at the relationship between language learning styles and culture to illuminate how these important constructs are understood employed and play out in the real world Through the lens of different learning style

dimensions cognitive affective process centred environment centred and cultural Li unpacks and examines the commonly accepted tensions between learning styles culture teacher assumptions and teaching approaches With a focus on Asian learning styles and Chinese learners Li addresses the past and current debates and reconceptualises the roles and tensions between students learning students cultural backgrounds and teaching styles Li adeptly navigates this controversial arena to demystify preconceptions and provide avenues for innovative and effective classroom practices in language teaching Ideal for pre service ESL EFL teachers researchers and scholars this book bridges the gap between research and practice on culture and language learning in the classroom

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