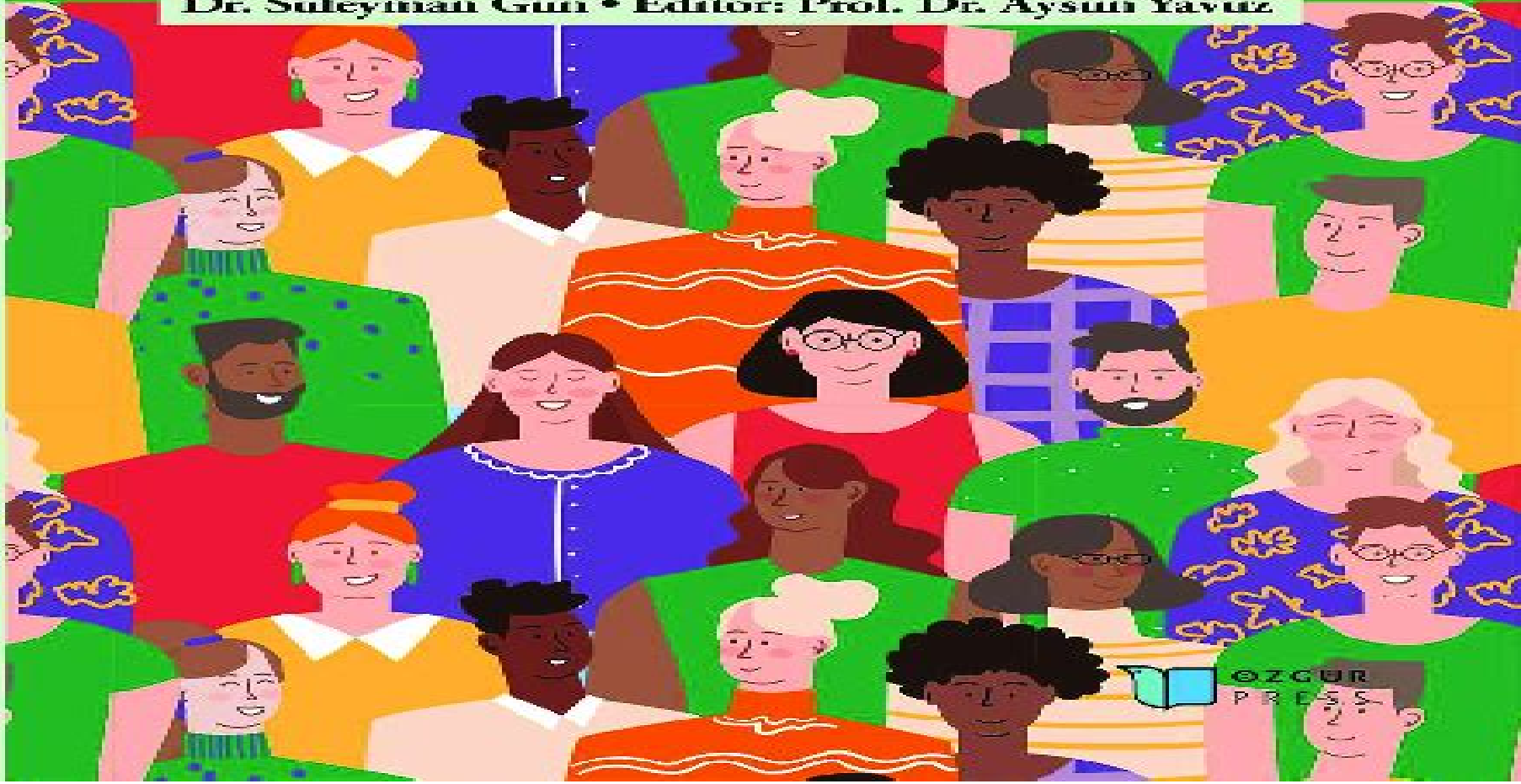


Intercultural Communication and Cultural Identity in English Language Teaching

Dr. Süleyman Gün • Editor: Prof. Dr. Aysun Yavuz



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Ruth Fielding



Book And Identity Intercultural Awareness Language Teaching:

Culture and Identity through English as a Lingua Franca Will Baker, 2015-07-01 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

Multilingualism, Identity and Interculturality in Education Ruth Fielding, 2022-10-31 This book brings together research on multilingualism identity and intercultural understanding from a range of locations across the globe to explore the intersection of these key ideas in education It addresses the need to better understand how multilingual identity and intercultural approaches intersect for multilingual learners in complex and varied settings Through global examples it explores how identities and multilingualism are situated within and surrounding intercultural experiences This book examines the different theoretical interpretations as encountered and used in different contexts By doing so it helps readers better understand how teachers approach multilingualism and diversity in a range of contexts

English as an International Language Education Ahmed Sahlane, Rosalind Pritchard, 2023-09-16 This volume provides an overview of current issues in English as an International Language EIL education and critical intercultural literacy pedagogy The different chapters are inspired by critical interculturality as a decolonial project that seeks to interrogate the structures conditions and mechanisms of colonial power relations that still pervade our increasingly globalising postcolonial societies they tend to perpetuate forms of discrimination such as sexism racism classism heterosexism and linguicism Divided into five sections this collection critically examines English Language Teaching textbooks integration of intercultural dimensions the promotion of intercultural literacy in teacher education programs the management of cultural diversity in multicultural professional business and educational situations and the decolonisation of the curriculum in various global educational and professional situations The book presents a range of linguistic approaches as a means of examining the nature of intercultural communication pertaining in EIL varied international contexts The chapters also reflect a wide diversity of perspectives from local contexts with global relevance and applicability This book is an indispensable reference for business leaders international relations stakeholders education and linguistics students educationists textbook designers teacher trainers and researchers of language and culture

critical pedagogy multiculturalism studies TESOL and English as a lingua franca ELF **The Routledge Handbook of the Sociopolitical Context of Language Learning** Weixiao Wei, Der-lin Chao, 2025-03-11 The Routledge Handbook of the Sociopolitical Context of Language Learning is a compelling examination of how language education must adapt to our rapidly changing world This book explores the need for a fresh perspective on language learning moving beyond traditional methods to address the complexities of today's global landscape It delves into the impact of geopolitical shifts cultural exchanges and social justice issues on language education The book offers a blend of theoretical insights and practical approaches highlighting how language learning intersects with global politics and cultural diversity It examines case studies from various countries including Ukraine and Oman to reveal how language policies and practices are evolving in response to contemporary challenges By integrating themes of identity equity and intercultural understanding the book presents groundbreaking content that pushes for more inclusive and effective language education Ideal for educators policymakers and anyone interested in the future of language learning this book provides valuable perspectives on how to rethink and redesign language education to better serve a diverse and interconnected world It offers practical strategies and thought provoking analyses making it an essential resource for navigating the complexities of modern language teaching and learning

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 Handbook of Research on Socio-Cultural and Linguistic Perspectives on Language and Literacy Development Salmon, Angela K., Clavijo-Olarte, Amparo, 2022-10-07 The teacher's role is to create opportunities that intrinsically motivate children to externalize their thoughts Human beings have multiple means of expression this is powerful when children have the opportunity to have a real voice The realities of children's experiences in their local communities are powerful resources for the language curriculum and help to create an understanding of the value the languages and cultures of children and teachers bring from a multicultural perspective Thus teachers can help children develop their cultural and linguistic identities to promote multiculturalism multilingualism and translingualism so they can thrive in a complex and changing world The Handbook of Research on Socio Cultural and Linguistic Perspectives on Language and Literacy Development approaches language and literacy development from a socio cultural and linguistic perspective This book offers global perspectives on language and literacy from international experts working with both children and educators It offers readers a diversity of voices and experiences of professionals in the field that can inform

their teaching and research Covering topics such as critical literacy emotional engagement and multilingual resources this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators biblio therapists librarians researchers and academicians Developing ELF Programmes for Language Teaching Tomokazu Ishikawa,Paul McBride,Ayako Suzuki,2025-10-20 This book explores the possibilities of designing implementing and evaluating an English language teaching programme based on research in English as a lingua franca ELF Drawing on the editors and authors experiences in applying ELF research to pedagogy within a university setting the book challenges epistemological and institutional structures that position discrete constructs of the English language as central in pedagogy Investigating the Role of Language in the Identity Construction of Scholars John Adamson,Vuyisile Mathew Ngoqo,Sivakumar Sivasubramaniam,2016-09-23 Many people across the globe are today experiencing an era characterised by increasingly dynamic population mobility It is consequently a time where previously held assumptions about individual and group identities and about the social and political semiotics that shape them seem inadequate Languages and cultures are at the heart of what has been termed this superdiversity In contemporary superdiverse societies the question of language poses a particularly difficult challenge with new cultural realities giving rise to new questions In in such circumstances how can linguistic and cultural identities be defined The future is likely to witness tensions and oppositions between centrifugal and centripetal forces and tendencies towards globalisation allow some to suggest that culture is becoming increasingly uniform This book illustrates the narrowness and reductiveness of such suggestions and underlines the importance of embracing centrifugal forces Central to this and to the practices argued for in this book is the need for greater intercultural awareness on the part of teachers curriculum planners teacher educators and of course their students The book explores major hindrances to communication in the way in which we over generalise stereotype and reduce the people with whom we communicate to something different or less than they are

Communication and Information Technology in (Intercultural) Language Teaching Mariusz Marczak,2014-07-03 The topic of this book is in congruence with the current trends in foreign language education worldwide On the one hand it tackles the concept and implementation of intercultural language teaching on the other it analyses the circumstances in which information and communication technology may be utilised in the contemporary EFL classroom Both intercultural teaching and Computer Assisted Language Learning CALL have been promoted by national international educational documents in Europe the USA and Asia and endorsed by international organisations including the Council of Europe and UNESCO This book constitutes a pioneering attempt at establishing the role of ICT in English language and culture teaching within the Polish education system However the research instruments used within both research modules are applicable to other education systems worldwide while the results obtained have implications for intercultural and computer assisted language education in international contexts The research results presented in the book highlight to the broad EFL profession a wide

range of issues relating to the use of ICT in the foreign language classroom They also offer materials writers software designers and EFL teachers criteria with which to evaluate the intercultural component of CALL software

Social interaction, identity and language learning during residence abroad Rosamond Mitchell, Nicole Tracy-Ventura, Kevin McManus, 2015-08-10 Study and residence abroad are important for adult second language learning promoting oral skills fluency and sociopragmatic competence in particular alongside broader intercultural competence However learner achievements during residence abroad are variable and cannot be fully understood without attention to the social settings in which learners engage and the social networks they develop This edited collection explores the relationship between sociocultural experience identity and language learning among student sojourners abroad Three broad themes are identified the contribution of different settings host families student exchanges work placements etc to language learning opportunity the role of social networks in sojourners language practices and learning success and their evolving social identities The book is relevant for a readership interested in informal second language learning as well as for managers of residence abroad programmes

Cultural Knowledge and Values in English Language Teaching Materials Tao Xiong, Dezheng Feng, Guangwei Hu, 2022-05-13 This book provides a contextualized and balanced look into the timely topic of values in English Language Teaching ELT materials with a primary focus on the Chinese context It features three distinct conceptual and methodological perspectives namely perceptions of stakeholders such as material writers teachers and students multimodal construction of values and textual representation of values It is a valuable resource for those interested in the social cultural moral and ideological dimensions of English education in general and in the textual and multimodal construction of values in language teaching materials in particular

Issues in Modern Foreign Languages Teaching K. Field, 2004-08-02 Issues in Modern Foreign Languages Teaching draws together a range of issues in the teaching of modern foreign languages into one volume that will encourage students and newly qualified teachers to consider and reflect on the issues so that they can make a reasoned and informed judgement about their teaching of MFL It will be relevant for students and newly qualified teachers at both primary and secondary level and will fill a gap in their knowledge due to time constraints and an emphasis on standards on ITT and PGCE courses

Routledge Encyclopedia of Language Teaching and Learning Michael Byram, 2004 This handbook deals with all aspects of contemporary language teaching and its history Produced for language teaching professionals it is also useful as a reference work for academic studies at postgraduate level

Resources in Education, 1999-04

The Routledge Handbook of Language and Intercultural Communication Jane Jackson, 2012-03-15 Section 1 Foundations of language and intercultural communication section 2 Core themes and issues verbal and nonverbal communications and culture section 3 Theory into practice towards intercultural communicative competence and citizenship section 4 Language and intercultural communication in context section 5 New debates and future directions A comprehensive introduction to the multidisciplinary field of intercultural communication drawing on the

expertise of leading scholars from diverse backgrounds *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

Teachers as Mediators in the Foreign Language Classroom Michelle Kohler, 2015-01-12 Language teachers are key figures in preparing young people for participation in an increasingly multilingual and culturally diverse world yet little is known about how they go about this in practice This book uses examples of classroom interaction to reveal how teachers of languages act as intercultural mediators and the implications of this for practice To date there has been little exploration of how teachers mediate language and culture learning from an intercultural perspective and what underlies their mediation practices in terms of their conceptions of intercultural language teaching and learning This book offers an account of what teachers are thinking feeling and doing as they enact an intercultural perspective on language teaching and learning

Ideology, Agency, and Intercultural Communicative Competence Jeremie Bouchard, 2017-03-30 Associated with an important epistemological shift from language proficiency to language criticality in applied linguistic research this book provides a sociological perspective on foreign language education in Japan By employing ethnographic methods to investigate the relationship between three core analytical elements foreign language education geared towards the development of learners intercultural communicative competence nihonjinron and native speakerism as potentially constraining ideological forces and EFL practices observed at four Japanese junior high schools the author not only shares valuable insights into how English is taught and learned in a stratum of the Japanese EFL system which has received limited attention from researchers over the years but also clarifies the fundamental and complex changes currently taking place in the Japanese EFL landscape This multi faceted book also calls for greater consideration in postmodern ideology critique for the stratified nature of social processes as well as the material conditions and underlying generative mechanisms involved in the production and consumption of including resistance to ideological discourse Accordingly it outlines several challenges shaping ideology research in educational settings and responds by developing a realist oriented theoretical and methodological approach to address these challenges This book serves as a unique point of reference for the study of parallel nationalist discourses embedded in foreign language education systems around the world Teaching and Learning Chinese as a Foreign or Second Language: The Educational Psychology Perspective Yang Frank Gong, Chun Lai, Jinghe Han, Chan Lu, Sihui Echo Ke, 2024-02-21 Over the past two decades Chinese as a foreign or second language CFL CSL has been increasingly taught and learnt as an important language both within and outside China Studies in the field have attempted to address deep seated tensions between existing educational ideologies concepts strategies and approaches and student

learning process and performance and between existent teaching methods and techniques and the globalization of Chinese language education **Cultural Mediation in Language Learning and Teaching** Geneviève Zarate, Council of Europe, European Centre for Modern Languages, 2004-01-01 This project attempts to tackle several challenges to experience the variety of different teaching cultures as a source of innovation rather than as an obstacle to adopt a pluridisciplinary approach by introducing references taken from the social sciences in order to develop reflection on the role of languages in social cohesion to try and provide answers to a question hitherto rarely raised in the didactics of languages and cultures namely the place of cultural mediation itself CoE website

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